

The Effect of Using the Five-Fingers Strategy on Developing Reading Comprehension for the Jordanian EFL Ninth-Grade Students

Dr. Ahmad Abedelrahman Taani*

Researches, Ministry of Education, Irbid, Jordan.

Oricd No: 0009-0003-7153-8158

Email: Ahmadataani1982@gmail.com

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*Corresponding Author:

Ahmadataani1982@gmail.com

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Abstract

Objectives: This study investigated the effect of using the five-fingers strategy on developing reading Comprehension for Jordanian EFL Ninth- Grade Students.

Method: Two groups and a quasi-experimental design were used. The researcher randomly assigned two complete sections of grade 9 from Al-Hassan Bin Al-Haytham school for boys, with 30 students in the experimental group in the first section and 30 students in the control group in the second section. A pre-/post reading comprehension test was designed to achieve the study's objective. Also, the experimental group was taught using the five-fingers strategy, while the control group was instructed using the traditional teaching method suggested in the Teacher's Book.

Results: The results of the study indicated that the five-fingers strategy improved students' reading comprehension.

Conclusion: The reading comprehension of the participants were improved by the five-fingers strategy-based instructional strategy. When five-fingers strategy was used in the classroom, the students' reading comprehension increased. In addition, five-fingers strategy-based instructional strategy increased student performance on the post-test compared to the pre-test, indicating that it has an impact on improving the teaching/learning process and expanding the teaching content in the MOE textbook.

Keywords: Five-Fingers, reading comprehension, EFL Jordanian students.

أثر استراتيجية الأصابع الخمسة على الاستيعاب القرائي لدى طلبة الصف التاسع الأردنيين متعلمي اللغة الإنجليزية كلغة أجنبية

د. أحمد عبد الرحمن طعاني*

باحث، وزارة التربية والتعليم الأردنية، الأردن

الملخص

الهدف: هدفت هذه الدراسة إلى معرفة أثر استراتيجية الأصابع الخمسة على الاستيعاب القرائي لدى طلبة الصف التاسع الأردنيين متعلمي اللغة الإنجليزية لغة أجنبية.

المنهجية: تم استخدام مجموعتين وتصميم شبه تجريبي. قام الباحث باختيار مجموعتين كاملتين من طلبة الصف التاسع في مدرسة الحسن بن الهيثم للبنين بشكل عشوائي، حيث تكونت المجموعة التجريبية من 30 طالباً في المجموعة الأولى، وتكونت المجموعة الضابطة من 30 طالباً في المجموعة الثانية. لتحقيق الهدف من الدراسة، تم تصميم اختبار قبلي - بعدي للاستيعاب القرائي. تم تدريس المجموعة التجريبية باستخدام استراتيجية الأصابع الخمسة، بينما تم تدريس المجموعة الضابطة باستخدام طريقة التدريس التقليدية المقترحة في كتاب المعلم.

النتائج: أشارت نتائج الدراسة إلى أن استراتيجية الأصابع الخمسة تعمل على تحسين الاستيعاب القرائي لدى الطلاب. **الخلاصة:** تم تحسين فهم القراءة للمشاركين من خلال استراتيجية التدريس القائمة على استراتيجية الأصابع الخمسة. عندما تم استخدام استراتيجية الأصابع الخمسة في الفصل الدراسي، زاد الفهم التربوي لدى الطلاب. بالإضافة إلى ذلك، أدت استراتيجية التدريس المبنية على استراتيجية الأصابع الخمسة إلى زيادة أداء الطلاب في الاختبار البعدي مقارنة بالاختبار القبلي، مما يشير إلى أن لها تأثيراً على تحسين عملية التدريس/التعلم وتوسيع محتوى التدريس في الكتاب المدرسي لوزارة التربية والتعليم.

الكلمات المفتاحية: الأصابع الخمسة، الاستيعاب القرائي، متعلمو اللغة الإنجليزية.

Introduction

English is the most widely used language for intercultural communication and is essential for working in the education sector. Reading is a critical skill that students must develop to gain knowledge in various subjects, such as science, nature, and technology (Bernhardt, 1983; Lyon, 1997; Agustiani, 2016; Al-Sakal, 2020). In Jordan, the Ministry of Education (1991) has emphasized the importance of teaching English from the first grade.

Reading is crucial for effective language acquisition, playing a vital role in both academic success and professional development (Alderson, 1984). It equips readers with new knowledge, fosters lifelong learning, and creates new opportunities (Chastain, 1988). Comprehension is central to reading activities (McShane, 2005), involving an interactive process where readers engage with the text, drawing on their skills, knowledge, experiences, and talents to extract meaning (Snow, 2002).

The primary goal of reading is to understand the content. The reader engages in a collaborative process to grasp the material (National Reading Panel, 2000). Reading comprehension, a mental process that supports this understanding, depends on the reader's knowledge and abilities, typically involving some form of language comprehension (Block & Duffy, 2008). Effective reading comprehension requires organizing ideas, understanding the author's perspective, and evaluating content (Anderson & Pearson, 1984).

Longman and Atkinson (2004) outline three levels of comprehension: the literal level, where the reader understands the explicit meaning of the words; the inferential level, where interpretation of the text is required; and the critical reading level, where the reader differentiates between information and opinions, assessing the writing's value based on personal preferences.

Active learning is an effective approach to enhancing students' social, cognitive, and communicative skills. It is distinct in that it shifts the responsibility of learning onto the student, emphasizing a student-centered instructional method. To foster active learning in the classroom, students should be self-reliant, actively engage in decision-making, and participate in cognitively challenging learning tasks (Qadan, 2017). Given the diversity in students' learning attitudes and abilities, teachers should employ active learning strategies, such as the Five-Fingers strategy, to enhance reading comprehension. The Five-Fingers strategy helps students develop various mental skills and encourages active engagement (Alnoori, 2020). This approach guides students in mastering essential skills related to understanding narratives, focusing on five key elements: setting, character, problem, incident, and solution. Each finger represents a specific aspect—thumb for setting, index finger for character, middle finger for the problem, ring finger for the incident, and little finger for the solution. The strategy not only aids in comprehension but also creates an environment where students can access the best resources to enhance their learning (Behrend, 2019).

The Five-Fingers strategy instructs students on how to analyze and summarize narratives by organizing key grammatical concepts, such as setting, character, problem, events, and solution (Wang, 2017). It plays a crucial role in helping students grasp the main ideas that the author intends to convey in a story, allowing them to reconstruct the narrative in their own words. This method has proven particularly effective in addressing unique concepts that are vital for deeper understanding of the material.

For the Five-Fingers strategy to be most effective, both teachers and students must assume specific roles. Teachers are responsible for grouping students, which is fundamental to the strategy's success as it fosters collaboration (Wang, 2017). Additionally, teachers must provide a framework and examples of how the terms within the Five-Fingers strategy can be applied (Behrend, 2019). The strategy can be implemented through questioning techniques, which form its foundation. Teachers should also encourage students to answer prepared questions to deepen their understanding of the lesson (Behrend, 2019). In doing so, the teacher's role is to promote critical thinking, which is essential for effectively applying the strategy. This approach allows students to engage in challenging activities and hold in-depth discussions on specific topics, further enriching their learning experience.

To maximize the effectiveness of the Five-Fingers strategy, students are expected to assume specific roles. Teachers encourage students to develop logical inquiries related to the task at hand, laying the groundwork for crafting challenging and insightful questions about the assignment or narrative (Wang, 2017). Students must also adapt themselves to create the conditions necessary for answering the instructional questions they have prepared (Behrend, 2019). Working individually to improve their capacity to respond to these questions fosters collaboration, which is essential for achieving specific goals (Alnoori, 2020). Additionally, students should pay close attention to the teacher's explanations and responses to the activities already formulated (Behrend, 2019).

Students should be able to pose questions to the group and receive answers from everyone involved, ensuring that the entire class benefits from the process (Wang, 2017). The requirement that all students participate in the teaching and

evaluation process ensures inclusivity, reducing instances of exclusion due to differences among students (Behrend, 2019). Active participation in discussions helps students fully grasp the topics being covered, thereby increasing the effectiveness of the learning process.

The Five-Fingers strategy is valuable because it emphasizes summarizing the subject's main ideas and writing them down on their fingers, keeping learning active. It boosts students' self-confidence in their abilities and sense of responsibility, fosters a spirit of cooperation, and promotes positive interaction between students and the teacher in the learning process. This strategy equips students with the tools to generate and address the different queries that arise in their minds during the lesson (Alnoori, 2020).

Jordan's educational system, through the use of curricula and textbooks in schools, aims to enhance students' language skills and mastery of English. By incorporating listening, speaking, reading, and writing, the system seeks to boost students' competence, self-reliance, and confidence, preparing them for future careers and employment (MOE, 1991). Reading, in particular, allows students to engage with the written word and the author to understand the conveyed message, making the text one of the most critical aspects of the reading activity (Erliana, 2011).

Statement of the Problem

The researcher has observed a prevalent weakness in students' responses to reading comprehension questions, particularly those demanding higher-level critical thinking skills, based on their experience teaching English as a foreign language. This issue may also affect EFL teachers who use traditional methods and strategies for teaching reading comprehension. As a result, students often struggle to identify the main ideas and the author's intent within a text. To address the difficulty students face in understanding and interpreting reading materials—a critical issue in language learning—this study employs the Five-Fingers strategy.

Study hypothesis

There is no statistically significant difference at ($\alpha = 0.05$) between the mean score of the experimental group which is taught by FIVES strategy and that of the control group which is taught according to the conventional way in the reading comprehension post-test.

Purpose and Question of the Study

This study intended to examine the potential effect of the Five-Fingers strategy on developing reading comprehension for Jordanian EFL ninth-grade students. This study attempted to answer the study question: Are there any statistically significant differences at ($\alpha = 0.05$) in the ninth-grade EFL students' mean scores on the reading comprehension post-test that can be attributed to the teaching strategy (Five-Finger vs. conventional instruction)?

Significance of the Study

It is hoped that this study will be great value to ninth-grade Jordanian EFL teachers by demonstrating how to implement the Five-Fingers strategy to enhance students' reading comprehension. Furthermore, the researcher highlights that this study stands among the pioneering study efforts investigating the influence of the Five-Fingers strategy on reading comprehension among ninth-grade students in Jordan. This study bears importance as it may empower EFL educators in Jordan with a novel approach to teaching reading comprehension. Moreover, it could offer valuable insights for curriculum designers and decision-makers to employ this strategy, aiding in the organization and enhancement of tasks and activities aimed at improving students' reading comprehension skills. The outcomes of this study may also stimulate further studies, particularly within the context of Jordan, to explore the potential impact of the Five-Fingers strategy on various aspects of English language proficiency.

Operational Definition of Terms

Five-Fingers strategy: Is a series of processes, activities, and methodologies used in this study to teach reading comprehension to Jordanian ninth-graders for the academic year 2022–2023. It includes improving listening and summarizing abilities, as well as formulating questions.

Reading comprehension: Is "a visual and cognitive process to extract meaning from writing by understanding the written text processing information and relating it to existing experience" (Millrood, 2011, p.117). The ability of ninth-grade students to understand a text at the literal, inferential, and critical levels is examined in this study.

Limitation of the Study

The results of the current investigation are constrained by the following issues:

1. The study's generalizability is restricted to male ninth-graders enrolled in Al-Hassan Bin Al-Haytham for Boys, an Irbid Directorate of Education public school, during the first semester of the 2022–2023 academic year. The results of this study can be generalized to comparable samples or situations.
2. The trial was only conducted for eight weeks. Varying amounts of time could produce various results.
3. Action Pack 9 (specifically, modules 1 and 2), a textbook utilized in Jordanian public schools, served as the study's textbook. A different textbook with different materials can provide different results.
4. The study only addresses the literal, inferential, and critical levels of reading comprehension; it does not address the other levels.

Review of the Related Literature

After reviewing the educational study, the researcher collected studies relevant to this study.

Shebed and Abed (2015) investigated the impact of traffic signals and the Five-Fingers strategy on first-grade intermediate students, involving a sample of 101 students. The study employed an evaluation exam to collect data and found a significant difference between the experimental and control groups. The experimental group, which used the Five-Fingers strategy, demonstrated higher performance, highlighting its effectiveness in enhancing student intelligence. The study's focus was exclusively on first-grade middle school students.

Rao, Somayaji, Barkur, Sapna, and Ashwini (2016) explored the effectiveness of the Five-Fingers strategy in enhancing anatomical study among 98 students in Manipal. Data were collected using pre- and post-tests. The results indicated that students who utilized the Five-Fingers strategy showed improved performance in anatomy, suggesting its effectiveness in this context.

Daniati, Fitriani, and Achmad (2017) examined whether the Five-Fingers strategy could improve students' ability to write questions. Motivated by challenges in memorizing question phrases and the need for engaging instructional activities, the study involved 29 students from Class VIII-1. Data were collected through pre- and post-tests, showing that the Five-Fingers strategy significantly enhanced students' ability to construct various question types (e.g., wh-questions, yes/no questions). The study recommended using this strategy to teach question phrases.

Alnoori (2020) assessed the impact of the Five-Fingers strategy on holistic thinking among chemistry students. The study involved 60 female students in Baghdad's second intermediate grade, using pre- and post-tests for data collection. The results revealed a statistically significant improvement in holistic thinking for the experimental group, which used the Five-Fingers strategy, demonstrating its substantial effect on cognitive development.

Mutlu, Akgun, and Akkusci (2020) explored the attitudes of preschool, special education, elementary school, and mathematics teachers towards finger-counting in mathematics instruction. Using a case study methodology, the study surveyed 34 teachers in Turkey with an 8-item written questionnaire. Findings indicated that while most teachers used finger-counting for teaching counting and numbers, its use for teaching arithmetic operations was less frequent.

Kookes and Abdullah (2021) investigated the impact of the Five-Fingers strategy on science achievement and creative thinking among first-grade intermediate students in Baghdad. Data were collected using an achievement test, and the experimental group taught with the Five-Fingers strategy outperformed the control group taught with conventional methods.

Abbas (2022) examined the effect of the Five-Fingers strategy on achievement and divergent thinking in philosophy and psychology among fifth-grade literary students in Iraq. The study, involving 64 students, used an achievement test for data collection. Results showed that the experimental group, which utilized the Five-Fingers strategy, significantly outperformed the control group in both achievement and divergent thinking.

Al-Alwani (2022) aimed to explore the effectiveness of the Five-Fingers strategy in enhancing EFL students' mastery of literary texts. The study involved 60 Iraqi students and used an achievement test for data collection. The findings demonstrated that the Five-Fingers strategy significantly improved students' comprehension of literary texts, language acquisition, and vocabulary mastery.

Concluding Remarks

Five-Fingers strategy is effective and useful as a teaching strategy, according to numerous studies (e.g., Shebed & Abed (2015); Rao et.al (2016); Daniati, Fitriani, & Achmad (2017); Alnoori, (2020); Mutlu, Akgun, & Akkusci, (2020); Kookes & Abdullah (2021); Abbas, (2022); Al-Alwani, (2022). Also, it might improve students' motivation and focus. This study differs from others in that it aims to enhance the reading comprehension skills of Jordanian EFL students. The

researcher assumed that his study may fill a gap in the literature. There has not been any study in Jordan looking at how the five-fingers strategy affects students' reading comprehension.

Method and Procedures

Design of the Study

In the current study, a quasi-experimental design was used. The independent variable is Five-Fingers by teaching strategy. The dependent variable was the post-test reading comprehension of the students.

Participants of the Study

60 ninth-grade male EFL students were the researcher's randomly chosen participants in the current study. They attended the public Al-Hassan Bin Al-Haytham school for boys, part of the Irbid Directorate of Education. During the first semester of the academic year 2022–2023, the current study was carried out. Two sections of grade 9 were chosen randomly from this school. With 30 students each, the first part was chosen at random to be the experimental group, while the second section was chosen to be the control group.

The experimental group was taught the reading activities of the Action Pack 9 Textbook by using the five-fingers strategy. The Teacher's Book of Action Pack 9 was utilized to teach the control group using conventional instruction without any indication that the Five-Fingers strategy should be used.

Study Instruments

To achieve the goal of the study, the reading comprehension pre- and post-test was designed. The researcher designed a well-structured multiple-choice exam based on the readings from the ninth-grade modules (1 & 2) taught in Jordanian public schools. 20 questions in all, broken up into three tiers. Ten questions, or 50% of the total, were included in the first level, which assessed the literal level. Six items, or 30% of the total, were included in the second level, which assessed the inferential level. The third level, which accounted for four questions or 20% of the total, assessed the crucial level.

A panel of referees reviewed the reading comprehension test to ascertain its face and content validity. The panel was kindly asked to read the test and assess its substance and grammar suitability. After the panel reviewed the test results, they provided feedback and counsel to the researcher. When the test's questions were rewritten, their suggestions and feedback were taken into consideration, such as swapping unclear questions for ones that were clearer.

Equivalence of the Study Groups

To determine if the experimental and control groups are equivalent or not, the reading comprehension pre-test was given to both groups before the treatment began. Also, to determine if the two groups' reading sub-level performance and overall pre-test scores were equivalent, an independent samples t-test was utilized.

Table (1): Results of t-test to Test the Equivalence of the Two Groups in the Reading Sub-Levels and Overall Pre-test Scores

Level	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Scanning texts for specific information (S1).	Experimental	2.10	.91	-.949	38	.348
	Control	2.35	.75			
Using context to guess the meaning of new words (S2).	Experimental	1.60	.50	-.319	38	.752
	Control	1.65	.49			
Skimming the texts for the main ideas (S3).	Experimental	2.15	.49	-1.897	38	.065
	Control	2.45	.51			
demonstrating understanding of an authentic (S4)	Experimental	3.05	.94	-.176	38	.861
	Control	3.10	.85			
Deducting the implicit meanings in the text (S5).	Experimental	2.20	.62	-.737	38	.466
	Control	2.35	.67			
Making judgments about the texts (S6)	Experimental	2.45	.60	.000	38	1.000
	Control	2.45	.60			
Overall	Experimental	13.55	1.85	-1.311	38	.198
	Control	14.35	2.01			

*Score is out of 40

From the table (1) it shows that there were no statistically significant differences between the experimental and control groups across all reading sub-levels and the overall pre-test scores. Specifically, the p-values for all comparisons were greater than 0.05, indicating that the differences in means were not statistically significant. This result suggests that both groups were equivalent in their reading abilities before the intervention, thus ensuring that any observed effects in subsequent tests can be attributed to the treatment rather than pre-existing differences.

Five finger strategy

The goal of the strategy was to give Jordanian ninth-grade EFL students practical experience using the five-finger strategy to improve their reading comprehension ability. Students who use the five-finger strategy learn more effectively and are encouraged to persevere in their studies. Eight weeks constitute the duration of strategy teaching .

The Instructional Material

Action Pack 9 Student's and Activity Book's two modules' writing exercises serve as the basis for the instructional material used in this study. For the participants in the experimental group, the researcher redesigned these activities to include Five-Fingers strategy. Eight weeks comprised the program's duration. The reading comprehension exercises from Module 1 and Module 2 of Action Pack 9 were divided into two 45-minute sessions per week for eight weeks.

Procedures for Designing the Instructional Strategy

In order to implement the present Strategy, the following procedures were carried out:

1. Recognizing the writing exercises in Action Pack 9 modules (1 & 2).
2. Finding the Action Pack 9 Student and Activity Books tasks where the five-fingers strategy can be used.
3. Adjusting these activities in line with Five-Fingers strategy.
4. Outlining the steps that must be taken for each lesson.
5. Allocating adequate time for each activity.
6. Conducting a writing performance test before teaching the targeted Five-Fingers strategy to the control and experimental groups.
7. Explaining the intended the five-fingers strategy to the test group.
8. After training them in the five-fingers strategy, instruct students in the targeted activities.
9. Conducting a post-test following program implementation to gauge students' reading comprehension skills.

Reliability of the study instrument

To ensure the reliability of the test, the test-retest method was used. The test was administered to a pilot sample of 15 ninth-grade female students, who were not part of the study sample. The test was re-administered to the pilot sample after two weeks, and Pearson's correlation coefficient was calculated between the students' scores in both instances. The correlation coefficient was 0.78, which is high and considered suitable for this study.

The internal consistency of the test was also calculated using the Kuder-Richardson Formula 20 (KR-20), yielding a coefficient of 0.88, which is high and considered suitable for the purpose of this study.

To establish the instructional Strategy's validity, the researcher presented it to a group of experts in English curriculum and instruction. A review of the program and any feedback or comments from the jury regarding the Strategy that was distributed were requested by the researcher. The researcher implemented the adjustments as they had suggested.

Results

Prior to conduct MANCOVA, the researcher confirmed no violation of the MANCOVA assumptions (i.e., multivariate normality (i.e., the dependent variables distributed normally within each group of the independent variable (control and experimental), and the homogeneity of variances).

In the two groups across the three reading comprehension levels, the means and standard deviations of the students' reading comprehension levels (literal, inferential, and critical comprehension levels) were calculated. Tables (2) show the results:

Table (2): Means and Standard Deviations of Student's Reading Comprehension in the Pre-Test and Post-Test Per the Teaching Strategy

Level	Group	Pre-test		Post-test	
		Mean*	Std. Deviation	Mean*	Std. Deviation
Literal	Experimental	6.83	2.111	14.37	3.66
	Control	6.84	2.01	10.68	2.21

Level	Group	Pre-test		Post-test	
		Mean*	Std. Deviation	Mean*	Std. Deviation
Inferential	Experimental	3.94	1.71	9.57	1.12
	Control	4.28	2.11	8.36	1.19
Critical	Experimental	2.74	1.22	6.43	.95
	Control	2.48	1.23	5.12	1.09
Overall	Experimental	13.51	3.33	30.34	4.28
	Control	13.60	3.27	24.16	2.79

*The maximum is 20 score for literal, 12 for inferential, 8 for critical

Table (2) demonstrates that the mean post-test scores of students in the experimental group were higher than those of the control group across all three levels of reading comprehension (literal, inferential, and critical) and the overall score. This suggests that the teaching strategy employed with the experimental group was more effective in improving students' reading comprehension skills compared to the control group's strategy.

The experimental group showed substantial gains from the pre-test to the post-test, particularly in the literal comprehension level, where the mean score increased from 6.83 to 14.37. Similarly, notable improvements were seen in inferential and critical comprehension levels. The overall mean score for the experimental group rose significantly from 13.51 in the pre-test to 30.34 in the post-test.

In contrast, the control group, while also showing improvements, had less pronounced gains in their post-test scores. The mean post-test scores for literal, inferential, and critical comprehension levels were all lower compared to the experimental group, with an overall post-test mean of 24.16.

Table (3): The Effect of the Teaching Strategy on the Linear Combination of the Three Reading Comprehension Levels

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Teaching Strategy	1.087	19.200 ^b	3.000	53.000	.000	.521

The results in Table (3) show that the teaching strategy had a significant main effect on the linear combination of the three reading comprehension levels (literal, inferential, and critical). The value of Hotelling's Trace test (0.748) and the corresponding F value (14.710) with a significance level of less than 0.001 indicate that the differences between the experimental and control groups are statistically significant. Additionally, the partial eta square value of 0.521 suggests that the teaching strategy accounted for 52.1% of the variance in the composite of the three reading comprehension levels. This large effect size underscores the substantial impact of the Five-Fingers strategy on improving students' reading comprehension skills across all levels.

Follow-up Univariate Analysis (Tests of Between-Subjects Effects) was carried out to examine the specific differences between the three reading comprehension levels in both groups. Table (4) illustrates the results:

Table (4): Follow up Univariate Analysis (Between-Subjects Effects) on the Three Comprehension Levels (Severally) after Controlling the Effect of Pre-Test Scores

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-Literal (covariate)	Literal	12.10	1	12.10	1.30	.259	.023
	Inferential	8.34	1	8.34	7.27	.009	.117
	Critical	7.52	1	7.52	8.09	.006	.128
Pre-Inferential (covariate)	Literal	42.60	1	42.60	4.58	.037	.077
	Inferential	2.84	1	2.84	2.47	.122	.043
	Critical	0.95	1	0.95	1.03	.316	.018
Pre-Critical (covariate)	Literal	4.48	1	4.48	0.48	.491	.009
	Inferential	0.03	1	0.03	0.02	.877	.000
	Critical	0.04	1	0.04	0.04	.836	.001

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Teaching Strategy	Literal	173.19	1	173.19	18.61	.000	.253
	Inferential	22.34	1	22.34	19.48	.000	.262
	Critical	23.96	1	23.96	25.77	.000	.319
Error	Literal	511.83	55	9.31			
	Inferential	63.07	55	1.15			
	Critical	51.13	55	0.93			
Corrected Total	Literal	772.33	59				
	Inferential	97.73	59				
	Critical	84.18	59				

As seen in Table (4) in the three reading comprehension levels (literal, inferential, and critical), students in the experimental group statistically and significantly outperformed those in the control group. The partial eta squared values for the literal, inferential, and critical comprehension levels were 0.253, 0.262, and 0.319, respectively. This indicates that the teaching strategy explained 25.3%, 26.2%, and 31.9% of the variance in the literal, inferential, and critical comprehension levels, respectively. These results underscore the substantial impact of the teaching strategy on improving students' reading comprehension skills across all levels. Furthermore, adjusted and unadjusted means for experimental and control groups were extracted. Table (5) illustrates the results.

Table (5): Adjusted and Unadjusted Group Means and Variability of the Reading Comprehension Using Pre-Test Scores as a Covariate

Reading Comprehension Levels	Group	Adjusted Means		Unadjusted Means	
		Mean	S.E	Mean	Std
Literal	Experimental	14.28	.52	14.37	3.66
	Control	10.81	.61	10.68	2.21
Inferential	Experimental	9.59	.18	9.57	1.12
	Control	8.34	.22	8.36	1.19
Evaluative	Experimental	6.42	.16	6.43	0.95
	Control	5.14	.19	5.12	1.09

Table (5) presents the means, standard deviations, and standard errors of the experimental and control groups' reading comprehension at the three levels (literal, inferential, and evaluative) before and after controlling for the impact of pre-test results. It indicates that even after adjusting for pre-test scores, the experimental group outperformed the control group across all levels of reading comprehension. This suggests that the Five-Fingers strategy had a significant positive effect on students' reading comprehension abilities. A one-way Analysis of Covariance (ANCOVA) was used to examine the statistically significant effect of the teaching strategy on overall reading comprehension levels after controlling for the impact of overall pre-test. Table (6) illustrates the results:

Table (6): Results of One-Way ANCOVA Analysis for the Effect of Teaching Strategy in the Overall Reading Comprehension Levels after Controlling the Effect of Overall Pre-Test Scores

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	21.24	1	21.24	1.53	.221	.026
Teaching Strategy	565.40	1	565.40	40.78	.000	.417
Error	790.30	57	13.87			
Corrected Total	1374.18	59				

Table (6) indicates a significant difference in reading comprehension levels between the experimental and control groups, with the experimental group's mean score being statistically significantly higher than the control group's mean score. The instructional methods accounted for 41.7% of the variance in reading comprehension levels, according to the partial eta

squared values of 0.417. Therefore, it can be said that employing the Five-Fingers strategy contributed to improving students' reading comprehension levels. The average reading comprehension levels for the experimental and control groups were also calculated using adjusted and unadjusted means. Table (7) illustrates the mean reading comprehension levels for the experimental and control groups before and after controlling for pre-test results. It also shows the means, standard errors, and standard deviations for each group.

The average levels of reading comprehension for the experimental and control groups were also calculated using adjusted and unadjusted means. Table (7) demonstrates the mean reading comprehension levels of the experimental and control groups before and after controlling for pre-test results. It also shows the means, standard errors, and standard deviations for each group.

Table (7): Adjusted and Unadjusted Group Means and Variability of the Overall Reading Comprehension Levels Using Pre-Test Scores as a Covariate per Instructional Type.

Group	Adjusted Means		Unadjusted Means	
	Mean	S.E	Mean	STD
Experimental	30.38	.63	30.37	4.28
Control	24.15	.75	24.16	2.79

Table (7) presents adjusted and unadjusted means for the overall reading comprehension levels of the experimental and control groups, using pre-test scores as a covariate. The adjusted means account for the differences in pre-test scores between the groups, providing a clearer comparison of the effectiveness of the instructional strategies.

The adjusted mean for the experimental group is 30.38, compared to 24.15 for the control group. This indicates that, after controlling for pre-test scores, the experimental group's comprehension levels were significantly higher than those of the control group. The small standard errors suggest that these means are likely to be representative of the population.

Discussion

The results have shown that there were statistically significant differences in the participants' reading comprehension in favor of those in experimental group. This illustrates how participants' reading comprehension could improve as a result of using Five-Fingers strategy. Therefore, it can be concluded that the experimental group's students' comprehension at all three levels was enhanced by the use of the five-fingers strategy. Also, teaching students Five-Fingers strategy improved their overall reading comprehension levels. This study is consistent with what was reported by previous studies, such as the study of Shabd and Abid (2015); the study of Rao et al. (2016).

Five-Fingers strategy may have had a positive effect on the experimental group of students' post-test reading comprehension scores for a variety of reasons. The design of the five-fingers strategy-based instructional Strategy is one of the possible decision factors. The goal of Five-Fingers strategy-based educational program was carefully created and approved for use. The researcher thoroughly developed the reading comprehension activities; they were succinct and well-organized to produce better conversation topics; the subjects were taken from the students' curriculum; and the time allotted was sufficient. This study is consistent with what was reported by previous studies, such as the study of Danyati, Vitriani, and Ahmed (2017); the study of Al-Nouri, (2020); and the study of Mutlu, Akgün, and Akusci, (2020).

Five-Fingers strategy may improve students' reading comprehension for the reasons stated below. First, Five-Fingers strategy can assist students in creating question sentences and make it simple for them to remember the lesson. It would be simple for the students to elaborate the ideas in question sentences because they have access to fingers as a tool for memorization. Second, implementing Five-Fingers strategy can assist students have a more enjoyable and engaging learning experience. In this instance, the researcher discovered that students displayed their enthusiasm and comfort with learning by utilizing Five-Fingers strategy during the teaching process. Also, they actively engaged in the learning process. It indicates that a large number of students were interested in utilizing their fingers to help them learn. so, using Five-Fingers strategy will make the process of learning be more interesting and fun. This study is consistent with what was reported by previous studies, such as the study of study of Kokis and Abbas, (2022), and the study of Al-Alwani, (2022), which aimed to enhance the reading comprehension skills of students of English as a foreign language in Jordan.

Conclusion

Based on the discussion of the results of the study, conclusions were put forth, as follows:

1. The reading comprehension of the participants were improved by Five-Fingers strategy-based instructional Strategy.
2. When Five-Fingers strategy was used in the classroom, the students' rearing comprehension increased.

3. Five-Fingers strategy-based instructional Strategy increased student performance on the post-test compared to the pre-test, indicating that it has an impact on improving the teaching/learning process and expanding the teaching content in the MOE textbook.

Recommendations

The following recommendations are provided for EFL teachers, EFL supervisors, MOE, EFL textbook designers, and researchers based on the findings of the current study:

1. EFL teachers are encouraged to use the current Five-Fingers strategy-based instructional Strategy to improve their students' performance in reading comprehension lessons and help them overcome challenges.
2. It is recommended that EFL supervisors inform their teachers on the value of adopting Five-Fingers strategy in particular, along with activities to include them in reading comprehension lessons.
3. 3 MOE is recommended to train English teachers for Five-Fingers strategy-based instructional Strategy by arranging training sessions and seminars.
4. English language textbook writers should incorporate exercises from Five-Fingers strategy-based instructional Strategy into their plans, especially for grade nine.
5. Researchers are recommended to do numerous studies to determine how using a curriculum based on the five-fingers strategy affects students in other grades and with other English language skills such as listening.

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