

THE EFFECT OF A LEARNING BY PLAY PROGRAM FOR TREATING READING DEFICIENCY FOR FIFTH GRADE STUDENTS AT DARSAIT BASIC EDUCATION SCHOOL (5-10)

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ABSTRACT_ This study aimed to identify the impact of a learning via playing program to address the Arabic reading weaknesses among students in the fifth grade at Darsait Basic Education school. To achieve the objectives of the study, a quasi-experimental method was applied to a total sample of (10) students. The 10 students were divided into two groups, experimental and control, where each group has 5 students. The experimental group was taught using a learning via playing method, whereas the control group was taught using a traditional method. The two groups were subjected to six pre- and post-tests to measure the students' reading skills. The tests were the reading preparation, reading basics, reading comprehension, reading performance and reading evaluation of oral and written skills tests. The validity and reliability of the tests have been verified. The results showed a statistically significant difference ($\alpha = 0.05$) between the treatment group and the control group in the post-test scores in reading skills in favor of the treatment group. There was also a statistically significant difference ($\alpha = 0.05$) between the scores of pre- and post-tests in reading skills among the treatment group with noted improvements on the post-test scores. The results additionally revealed that there was no statistically significant difference ($\alpha = 0.05$) between the scores of pre- and post-tests in reading skills among the control group. The study provided a set of recommendations to adopt the learning via playing program in the school due to its effectiveness in addressing the students' reading weaknesses. It also recommended allocating a qualified and dedicated teacher to teach this program.

KEYWORDS: learning by play, reading skills, diagnostic tests, diagnostic evaluation, Arabic language.

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