The impact of using (SQ4R) strategy on developing the first secondary grade female students' self- awareness as skilled readers in 'Islamic Education' subject in Jordan

This study aims at investigating the impact of using (SQ4R) strategy on developing the first secondary grade female students' self-awareness as skilled readers in the 'Islamic Education' subject in Jordan. The study sample consisted of 125 first secondary female students in humanities and scientific streams in the second semester of the academic year 2012/2013. The sample subjects were distributed to two groups: a control group of 65 subjects, and an experimental group of 60 subjects.

Achieve the objective of the study, the researchers used (SQ4R) strategy and applied it to the 'Islamic Education' subject. To that end, a questionnaire consisting of 26 items was designed in order to measure the degree of the students' self-awareness as skilled readers. The results of the study indicated that there was a statistically significant effect of using (SQ4R) strategy on developing the female students' self-awareness as skilled readers in favor of the experimental group. On the other hand, the results did not show any significant effect attributed to the stream: humanities vs. scientific, or to the interaction between the stream and the strategy used in teaching on developing the students' self-awareness as skilled readers.

Key words: Islamic Education, reading comprehension, (SQ4R) strategy, skilled reader