

THE EFFECTIVENESS OF THE QUESTION-ANSWER RELATIONSHIP STRATEGY IN DEVELOPING THE SKILLS OF UNDERSTANDING THE QUR'ANIC TEXTS FOR THE MIDDLE SCHOOL STUDENTS

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Abstract:

The aim of the study is to identify the effectiveness of the question-answer relationship strategy in developing the skills of understanding the Qur'anic text amongst the intermediate school students. The study used the experimental approach based on a quasi-experimental design for two control and experimental groups. The research community was represented in all intermediate school students in Qatif city, and the research sample was chosen randomly, and its number was 50 students, 22 students representing the control group, and 28 students representing the experimental group from the same first level of intermediate school. The research entailed building many tools, including: a list of Qur'anic text comprehension skills, a test of Qur'anic text comprehension skills for the tafsir subject, and a teacher's guide for teaching tafsir using the answer-relationship strategy. The results of the current research revealed the effectiveness of the question-answer relationship strategy in developing the skills of understanding the Qur'anic text, especially understanding and knowledge of assumptions in the interpretation approach among students of the stage. The two researchers recommended to benefit from the question-answer strategy in teaching the Tafsir curriculum among intermediate school students and recommended the need to raise awareness among teachers of the importance of teaching skills.

Introduction:

The holy Qur'an is the word of Allah, glory be to Him, and it is His light that guides us to the straight path. It was revealed by Allah to His Messenger (PBUH), as an immortal miracle of Islam, and to bring people out of darkness into the light and guide them to the straight path.

This holy Qur'an has included the most eloquent methods in discourse, and reached the height of eloquence, even if all the people from all over the world were gathered, they would never produce the same or similar.

We note that studying and comprehension of the Qur'anic miracle, and the realization of the greatness of the Lord's Speech is one of the most important and noblest knowledge. So, whoever studies the miracle of Quran and understands its meaning, will know well its standard, its importance, and its merit. It was said earlier that the nobleness or the privilege of any kind of knowledge or science is related to the content it revolves about, so you can imagine the privilege or nobleness of science whose content is Quran, the divine revelation which falsehood does not come to it from anywhere, and no human being has heard before and the greatness of its

legislation has not being approached by any other doctrine or law. (Moses, 1997).

We point out that the most honorable science, the most deserved for privilege and the highest in rank is the science of interpretation (tafsir) of the words of Allah, the Almighty, if it is in the correct manner, and is not tainted by any interpretation depending on individual's opinion. For all this, the holy Qur'an was the subject of the most important care for the Messenger - (PBUH) and his companions, and those who came after them from this nation to this day. Taking care of the Holy Quran took many shapes, either reading, writing, interpretation, or any other way.

Al-Otaibi (2016) indicated that understanding the Qur'anic text is what is meant by reciting the Holy Qur'an and understanding its meanings. This meaning is confirmed by Abu Abd al-Rahman al-Sullami, one of the companions' students, as he says: The Companions of the Prophet -(PBUH), told us that they used to learn from the prophet (PBUH) ten verses, so they should not take the other ten until they know what is in these ten verses of knowledge and action. They said: By this way, he taught us knowledge and action" (Hanbal, 2001 AD). This was their approach, may Allah be pleased with them, as they were asking about the meanings and interpretation of the Qur'an, and that is why they benefited from the Qur'an (Al-Otaibi, 2016).

In view of the difference between the Qur'anic text and other Arabic texts, as it is undoubtedly miraculous text, and no scholar in the language found in it any blemishes that tainted the other texts, no matter how distinguished they were. With the words of Allah (SWT), and in obedience to Allah's command, in which He asks us to understand - rather to reflect on - the Qur'anic text. The importance of understanding the Qur'anic text comes from several things, including that the Qur'an is the basis of all assets, and with it is the righteousness of religion, in this world and the hereafter, and it is not possible for a person to do anything without his knowledge. And the great reward in understanding the Qur'anic text and contemplating its meanings, and it is an honor for the learner because the honor of knowledge is from the honor of the All-known, and the Book of

Allah and its learning is the most honorable thing in existence.

Understanding the Qur'anic text, as Al-Farmway (1992 AD) indicated, helps the students to extract the treasures of the Qur'an, so he can elicit rulings and implement them, and he knows the types of promises, threats, encouragement, intimidation, adherence to the true religion, and other matters that help the nation to occupy its proper place.

It is understood from the understanding of the Qur'anic text that it guides the student to realize what Allah (SWT), wants from the verses, and to invoke the greatness of Allah inside his heart, beside inculcating the fear of Him. It helps in understanding the Qur'anic text to facilitate applying it in his life, so whoever acts accordingly, will not go astray in this world and will not be miserable in the Hereafter.

The importance of focus and keenness to develop the skills of understanding the Qur'an is increasing, for the students of the intermediate stage, because in this stage, the appearance of mental awareness begins, so the students' awareness increases, and they become more alert and focused. He can deduce, analyze, and synthesize, and all these characteristics help the student to understand the Qur'anic text (Al-Hindawi, 2007AD).

Proceeding from the importance of the Holy Qur'an, its interpretation and understanding the Qur'anic text in the stages of learning , the Ministry of Education has given attention to the teaching of the Qur'an, and has developed curricula and textbooks for this, and has set a plan for the teacher to follow in the subject of the Qur'an and its Tafsir as it was mentioned in the document of teaching shariah subjects in the chapter of teaching holy Quran and its interpretation in middle school, including:

1. To develop the student's ability to understand and elicit what he reads from the Holy Qur'an.
2. The student can deduce the topics of the recited surahs in general.
3. The student can deduce the meanings, manners and rulings included in the specific passages in the interpreted verses and can clarify

some of the virtues of the surahs and the meanings of strange vocabulary, and the student's ability to deduce some forms of linguistic, scientific and legislative miracles in the interpreted verses should increase. (Ministry of Education, 2006 AD)

This confirms the importance of the Qur'an and understanding its text, as the student does not reach these goals and achieve them without paying attention to the skills of understanding the Qur'anic text in a proper way. Many studies have indicated the importance of using teaching strategies to develop skills of understanding the Qur'anic text such as the study of Al-Harbi (2014), Al-Otaibi (2016), and the study of Al-Ghebyawi (2017).

To develop the skills of understanding the Qur'anic text among intermediate school students, this requires teachers to use modern strategies in teaching the Holy Qur'an to make it easier for the students to develop these skills of understanding Quranic text. One of most important in these strategies is the strategy of the question-answer relationship and it is the mainstay of the teacher's teaching method. The teacher's competence appears only in the way he asks questions answer and how to formulate them. Abd al-Nabi al-Rasul (2015) pointed out that the strategy of questions and answers relationship is one of methods to develop the critical understanding as it is designed to remove the ambiguity of the question process. So, it provides teachers and students with a common language that helps them to discuss and apply different types of questions that include the higher levels of thinking within the framework of the main sources of information, to answer the questions that have their source in the book, or the student's mind, and it is sometimes called outside the book.

Obaid (2009) stated that the definition of the question-answer strategy is the discussion sessions or the illustrative lessons that rely on dialogue in facilitating understanding and building knowledge, and the teacher can be a positive facilitator by asking appropriate types of questions in dialogue.

Questions are not separate strategic in teaching, rather all strategies must be interspersed with

several questions, as the question is an art in teaching, the teacher's adequacy and ability appear in the way he asks questions and how to formulate them. The questions have several types as Mariee and Alhilah mentioned (2009), and the prominent of them are:

1. **Remembering questions:** These questions require the student to identify or recall information.
2. **Explanation questions:** The main feature of explanation is that the student links facts, concepts, generalizations, values and skills, and links here, means to discover, or use the relationship between two or more ideas.
3. **Application questions:** In the application questions, the student uses the concepts, generalizations, skills, and theories he has learned in solving unfamiliar problems.
4. **Final open questions:** This type of question gives the student great freedom and independence in answering, as it allows various answers, so that it is difficult for the teacher to predict the real answer that the student can give.
5. **Evaluation questions:** This type of question requires students to make judgments about the value of things, behavior, tests, actions, and ideas, and to give reasons by which they justify their judgments (Maree, Al-Heila, 2009).

For the questions that the teacher poses to his students to be adequate for the purpose required of them, there are requirements that must be met when submitting questions, as mentioned by Bodhi and Khaza'alah (117:2012):

1. The words derived from the prescribed syllabus language or from the notes prepared by the teacher, should not be used.
2. The content of the questions should not be long or brief so as not to confuse the students.
3. It should be clear and not ambiguous or vague or lead to multiple meanings.
4. Excluding questions that have an affirmative or negative answer only.
5. The questions should not be suggestive of an answer in their contents or in their folds.

6. To be at the level and ability of the students.
7. The questions lead to stimulate scientific thinking in the students.
8. Not to formulate all of them at the same pace and style, but rather diversification and change in the way they are formulated and prepared.
9. The questions should have specific objectives in directing them and they should not be improvised.

There are many types of classroom questions, and each type differs according to the purpose of the question, and educators have classified classroom questions into many categories, as mentioned by Al-Tanawi (2016:109). We mention, for example, the following three classifications:

- According to the type of expected answer.
- According to Bloom's cognitive levels.
- According to the type of detection aimed at.

The teacher must also be able to ask questions, as mentioned by al-Saifi (2009:120), meaning:

- The question should be clear, simple, and concise in its formulation, to provoke the students to a specific thing in the shortest possible time.
- That there be a logical relationship between the question posed and the previous questions so that the lesson proceeds in a sequential system that motivates the students' activity and helps them to have a good understanding.
- The language of the question is clear, sound, and specific, so that the students' responses are close or one, and only one interpretation is possible.
- Asking the question in a sound language and with an appropriate emotional voice that provokes the student and motivates him to research and answer quickly and easily.
- The question, when asked, should not surprise, or confuse the student.
- The questions are distributed equitably on a random basis, so that the teacher ensures the effective participation of all students and draws their attention to the lesson.

- The questions should vary, to evoke old knowledge that has been previously studied, and to establish new knowledge, and to apply the given knowledge.

The meaning of the above is that the questions aim to put the student in a problematic situation that makes him think, research, and reveal the required solution.

If teaching and learning are among the goals of education, then the question-and-answer strategy is one of its main means to achieve those goals. The learner asks about what he does not know to learn, and the teacher asks to verify the results of his education. The answer in both cases is the completion to realize the goal. If the old education used question and answer in their educational methods represented in the debates and dialogues of Socrates, Plato and Aristotle, the Islamic education also has proven the question and answer as an important means of learning and teaching (Dukhan, 2010).

It can be said that the question answer relationship is one of strategies that may help in developing the skills of the Qur'anic text, as they include major steps that are considered within important procedures to develop the understanding of the Qur'an, the knowledge of the Qur'an, as well as good understanding of the Qur'anic text.

feeling the problem:

Despite the importance of the skills of understanding the Qur'anic text, studies in this field confirm the weakness of these skills among general education students as the researchers applied the test to a reconnaissance sample that had previously studied the same subjects to which the study would apply, consisting of (40) first-graders average in (AL-Gash intermediate schools) and had been observed poor performance in the skills of understanding the Qur'anic text.

.This is consistent with Al-Ghebyawi study (2017) which pointed out that there is a clear weakness in testing the skills of understanding the Qur'anic text as a whole, and a weakness in every Qur'anic understanding skill: direct understanding skills, deductive understanding skills, and applied

understanding skills. Al-Dawi (2007) stated that this weakness is not only found in students in the stages of general education, but also prevalent among students of higher education, as the results showed that the level of students at the Division of Islamic Studies at the Faculty of Education University of Taiba did not reach the minimum level of mastery, which is 75% of The overall degree of the four skills (inference- correlation relationships - interpretation-extrapolation) as skills for understanding the Qur'anic text. The study of Welber, as mentioned in the study of Armbruster and Osborn, indicates that students in general face the problem of reading comprehension, that the students in general have trouble in understanding reading texts, especially in understanding how to retell readable text. They only read the text without knowing the meaning of the individual word they read.

The study of Al-Sumairi (2010), the study of Khalifa (2013), the study of Al-Otaibi (2016), and the study of Al-Ghebyawi (2017) indicated that the most important reasons for students' weakness in understanding the Qur'anic text are:

1. The teacher suffices in explaining the texts with the apparent direct meanings without addressing the non-explicit meanings.
2. The curriculum is devoid of the correct educational activities that train students on the correct understanding of the Qur'anic text.
3. Presenting the curriculum in an academic way without using modern educational approaches, which is reflected on the students.
4. Teachers OF Islamic studies do not use strategies that may develop the skills of understanding the Qur'anic text.
5. Presenting the meanings of the vocabulary directly to the student, and not focusing on him in searching for information to realize the correct meaning, which causes the information not to remain and to be quickly forgotten.

Our educational reality still focuses on traditional teaching methods that focus on knowledge and indoctrination, and this is what one of the researchers noticed through field work - as one of them works as a teacher of the Holy Qur'an and its

interpretation for nearly eight years in various educational stages. He has noticed great weaknesses in their skills of understanding Quranic texts and that teaching Islamic studies in general and Qur'anic texts in particular still suffers from a deficiency in activating the learner's role in the process of learning and building understanding. Nearly eight teachers and supervisors also stressed in an interview and all of whom agreed that there was a weakness among students in the skills of understanding and interpreting the Qur'anic text, which may be attributed to the fact that students do not employ their skills in understanding the Qur'anic text.

The strategy of the question-answer relationship is one of the teaching strategies that focus on reading comprehension and that establishes the need for the student to understand what he reads and provides the ability for the students to follow-up on the questions and how to answer them by identifying the possible places through the students' knowledge. Answer questions better and thus learn more information as they read (Trianggini, 2018; Rahmawati; Rufinus and Salam 2016; Roosantie.2014).

It is clear through contemplating in previous studies and research that there is no scientific study - to the knowledge of researchers - that sought to develop the skills of understanding the Qur'anic text among students of the intermediate level.

Research problem and questions:

The problem of the current research is determined by the weakness of intermediate school students in understanding the skills of the Qur'anic text. To solve this problem, the researchers ask the following two questions:

- 1- What are the skills needed to understand the Qur'anic text for first-grade intermediate students?
- 2- What is the effectiveness of the question-answer strategy in developing the skills of understanding the Qur'anic text among first-grade intermediate students?

Research hypotheses:

The current research sought to verify the validity of the following hypotheses:

1. There is no statistically significance difference at the level of significance ($\alpha \leq 0.05$) between the average grades of students of the experimental group studied with the question-to-answer strategy and the grades of the students of the control group studied in the traditional way in the distance test of the skills of understanding the Qur'anic text combined among the first-grade middle-class students.
2. There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the average grades of students of the experimental group studied with the question-to-answer strategy and the grades of the students of the control group who studied in the traditional way in the pre and after application of the skills of understanding the Qur'anic text test for the intermediate grade students.
3. There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the average grades of students of the experimental group studied with the question-to-answer strategy and the grades of the students of the control group who were studied in the traditional way in the after application of the test for the skills of understanding the Qur'anic text at its main levels detailed among the first intermediate grade.

Research aims:

The current research aims to:

- Determining the most important skills for understanding the Qur'anic text suitable for intermediate school students.
- Recognizing the effectiveness of using the question-answer strategy in developing the skills of understanding the Qur'anic text for intermediate school students.
- Providing teachers and supervisors with a set of skills that help them achieve the sublime message of learning the Qur'anic texts in a way

that achieves a comprehensive and integrated understanding.

Research significance:

The importance of the current research is clarified as follows:

- It may help Intermediate stage Islamic studies curriculum planners in planning some aspects of Islamic studies topics according to the question-answer strategy.
- It may help in treating the phenomenon of weakness in understanding the Qur'anic text by developing the skills related to it.
- It may give instructions or directions to teachers of Islamic sciences to teach according to the question-answer strategy.
- Opening the door to other studies on the strategy and its effectiveness in developing the skills of understanding the Qur'anic text.
- Providing a guideline for the strategy of the question-answer relationship and serving as a reference for the implementers of the Islamic science curriculum.

Research limits:

Objective limits:

The fourth and fifth units of the Tafsir curriculum, the second semester, for the first intermediate grade, which include some of the Qur'anic texts prescribed for these students and the preparation of a measurement tool, which is an objective test of a multiple-choice type.

Time limits:

The study was carried out in the second semester of the academic year 1441/1442 AH.

Spatial limits:

The search was conducted on a random sample from a public school in the middle school in the eastern region of Qatif city.

Human limits:

The research included a group of intermediate school students.

Research terms:

The Question Answer Relationship Strategy:

It is discussion sessions or clarification lessons that rely on dialogue to facilitate understanding and building knowledge, where the teacher can be a positive facilitator by asking types of questions in the appropriate context for dialogue or discussion. (Obeid, 2009)

The procedural definition of the strategy of the question-answer relationship in this current study is that: judging the student's understanding of the Qur'anic text, linking the text's experiences with his previous experiences, to show how to read the text and reply questions, clarifying the answers to the questions, and finding them.

Skills of Understanding Quranic Text:

It is the learner's ability to understand the Qur'anic text correctly, accommodating all its requirements from: inference, extrapolation and deduction of the rulings, values and meanings contained in it, and highlighting the relationships and links between verses, texts and surahs of the Qur'an. (Al-Dawy, 2007).

It is defined procedurally in this study as: a set of operations that help the student to properly understand the Qur'anic text, and comprehend all its requirements from: direct, deductive, and applied understanding, such as: inference, interpretation, and deduction of implied and inflectional relationships through judgments and values. Teaching using the question-answer strategy, and these skills are measured by the degree that the student obtains in the test prepared for this purpose.

Theoretical framework and previous studies:

First: Theoretical framework:

1- The first axis: the strategy of the question-answer relationship.

A- The concept of the question-answer relationship strategy (QAR):

Al-Mukimi (2017) mentioned that according to many Arab and foreign studies and research, the professor of curricula and teaching methods, Taffy Raphael, was the one who laid the foundations of the question-and-answer strategy. She started her first experimental research related to this strategy in 1980, and she was able to determine the features of its nature, and in her research she identified two levels of information sources that the learner needs in understanding the text and comparing the categories of "in the book" and "in my mind/head". They contained three subcategories: the answer is in the text, think and research, and I and myself. In 1986, the researcher herself added the fourth category "me and the writer" under the level of "in my head".

The strategy of the question-answer relationship, as indicated by (Obeid, 2009), is known as: discussion seminars or explanatory lessons that rely on dialogue in facilitating understanding and building knowledge, and the teacher can be a facilitator of the appropriate types of questions in dialogue or discussion.

The study of Raphael (Raphael, 1986) dealt with the definition of the strategy of the question-answer relationship as: a strategy that explains to the learner the best way in which he deals with the text, based on information within the text and the preceding information represented in the preceding writings; to access the meaning and understand the reading.

This strategy is based on that the questions require the student to answer through the experiences of the text or through his previous experiences only or through a combination of both the student's previous experiences and the experiences of the text.

The question-and-answer strategy depends on two basic levels to determine the source of the information that the student seeks in answering the understanding question, and these two levels are:

1. **In the book or on the page.** This level of the strategy indicates that the information or idea required by the question is included in the book, and there are two categories fall under:

- **Answer in the text:** according to Al-Sartawi and others (2009) - the answers to the questions are found in the text directly in a single sentence or paragraph. This category according to (Raphael 1986) is linked to direct comprehension skills of reading comprehension skills.

- **Think and search:** as Stafford mentioned (Stafford, 2012) - the answers to the questions are included in the text, but they are not in one place, as they need to make a connection between the sentences, and paragraphs which means the realization to the level of conclusion in understanding paragraphs. (Rothong 2013,) indicated that this category corresponds to the deductive comprehension skills of the reading comprehension skills of texts.

2. **In my head or outside the book.** This level of the strategy indicates that the information required by the question is not included in the book, but rather needs the student's previous knowledge and experiences.

- **Author and me:** Adler (2012) clarifies that the answer requires interaction with what the writer has written, and what the students have of previous knowledge.

- **On my Own:** Bahloul (2003) shows that the answer to questions depends on the student's personal experiences and the cognitive background on the subject, and Rothong (Rothong, 2013) points out in the same context that this category is parallel with the skills of creative understanding.

From this, the researchers conclude the following:

1. The strategy of the question-answer relationship aims to clarify the logical relationship between the question and the answer and classify the answers to the types of questions to facilitate their difficulty and determine the correct and accurate answers.

2. It seeks to improve textual understandings through information related to the text and prior experiences that depend on the learner.

3. The question-answer relationship strategy depends on thought stimulating questions, and it focuses on two important sources of information that the learner needs in understanding the text: the

information of the text itself, and the learner's previous knowledge of the topic; This makes the student able to answer these questions correctly.

4. This strategy is based on that the questions require the student to answer through the experiences of the text or through his previous experiences only, or through a combination of both the student's previous experiences and the text's experiences.

B-Theoretical foundations of the question-answer strategy:

Raphael's study (Raphael, 1986) mentions that there are three methodological foundations for teaching using the question-answer strategy: defining the structure of the text, defining the location of the information, and defining the required inference. Abd al-Nabi Alrasoul (2015) explained the three foundations; The basis for determining the structure of the text refers to the student's ability to identify the quality of the text he or she reads, and to determine its structure, which helps him to know and understand the characteristics that characterize it, and the basis for locating the information helps the student to determine the quality of the information generally required; To identify the question either (in the book) or (in my head); The student determines the search circle for the answer that leads to a deeper understanding and a more easy answer, but the basis for determining what is required of inference is a deep approach in determining the required information (the answer); if the required inference falls into the research circle related to the book; the student must determine the type of requirement according to the following: if the answer to the question is explicit and direct in the text, it is in the category (answer in the text), If the answer needs to be linked to the text's sentences and paragraphs, and needs inferred skills, it is in the category (think and search), but if the required inference in a circle (in my head) i.e. outside the text, it must specify its categories: the first (me and the writer); The answer to this category needs critical thinking, and the student relies on his previous knowledge in his judgment on the ideas of the writer, and the second category (me and myself), and here the student focuses in his answer on personal experiences, and the new

cognitive background of the text to reach some creative work.

By reviewing the foundations of the question - answer strategy, it is clear to us that this strategy distinguishes itself from others, because of the following:

1. It makes the learner look at the information more accurately and more comprehensively, as it is not just an answer.
2. The learner discusses the classification and location of the answer, and does it have anything to do with the text in front of him or calls for his thinking and previous experiences to answer the question.

3. It makes the learner distinguish thinking and increase his focus and attention in every text he reads in the future.

C.The stages of teaching using the question – answer relationship strategy and procedures

Teaching using the Question-answer relationship strategy goes through five stages: the boot phase, the modelling phase, the guided practice phase, the independent practice phase, and the evaluation phase, and includes a set of procedures that show the role of the teacher and the student in their implementation, and can be summarized in the following steps:

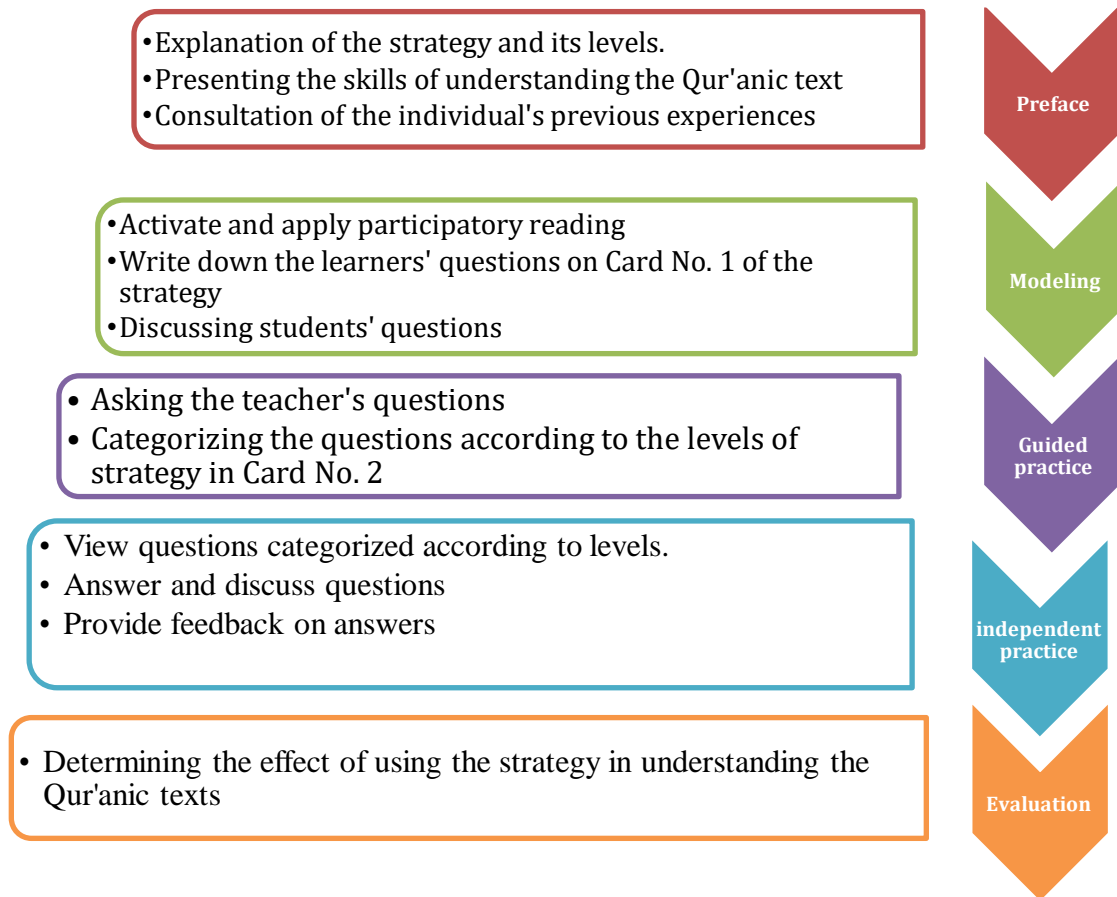


Figure No. (1) The stages of teaching with the strategy of the question-answer relationship and the steps of the teacher and the learner through it

One of the principles of teaching the question-and-answer strategy is that it gradually transfers the responsibility for learning from the teacher to the student; This allows the student to think out loud such as: when to use. Q.A.R? And why? The strategy uses integrating the content of the text with the teaching of the strategy, following the steps and instructions for implementing the strategy, providing immediate feedback to students rather than just helping them to answer, providing a summary of literary texts with long passages during the practice points more difficult, building the transition depth of independence easily to be studied (Abdul Nabi Al-Rasoul, 2015).

1. **The booting stage**, which includes several successive procedures as follows:

a. In the first meeting, the teacher explains to the students the idea of the strategy in terms of the levels and categories it includes, and the stages of learning in it, and is keen to present the categories of strategy to students through paper posters in the board, or distribute scraps containing categories in the rest of the meetings, and the teacher should also clarify the reading understanding skills to be trained in the strategy (Abdul Nabi al-Rasul, 2015; Raphael & Au, 2005).

b. The teacher discusses his students in their previous experiences, and their knowledge about the text, to activate and motivate them (Abdul Nabi al-Rasul, 2015), and Suleiman (2009) believes that the activation of previous knowledge is a fundamental requirement in calculating reading understanding, as previous knowledge deepens the student's association with what he reads.

2. **The modeling stage**: the modeling contributes to the learners' awareness of the processes they perform, and it also helps the teacher to ensure that the learners understand the texts presented to them. By justifying their decisions, and based on what they say, the teacher can provide his students with additional explanations that make them more able to understand what the learning process revolves around, and they teach them to add to it. It

improves their levels of thinking, and increases their understanding (Madian, 2015).

The modeling stage of the question-and-answer relationship strategy - according to (Abdul-Nabi Al-Rasoul, 2015; Rothong, 2013) - includes the following procedures:

- Learners read the text silently, then write their own questions about the topic in a two-column card, the first column includes the first source of information "in the book", and the other column includes the second source "outside the book".

- The teacher reads the text in exemplary way; to enhance reading fluency, then a group of learners read the text, taking care to provide feedback on their reading.

- The teacher discusses with the students the questions they prepared after the silent reading, with the aim of providing a model for classifying the questions according to the two sources of their answers, in addition to the teacher revealing the levels of students' understanding of the text through the questions they wrote down, and investing this in directing them to questions with higher levels of thinking that bring them out from the pages of the text to Welcome intellectual world.

3.The guided practice stage: Al-Kafarna (AL-Kafarna, 2015) and Rothong (2013,) indicated that the directed practice stage includes the following procedures:

- The teacher presents to the students the questions that develop reading comprehension skills that he prepared himself.

- The teacher distributes question-answer strategy cards to the students, which will help them determine the place to answer the questions presented to them according to the two sources of the answer, which are: "In my category" and "in my book."

- The teacher presents a model for the classification of questions according to the levels of strategy, then the students classify the rest of the questions in the cards, after which the teacher discusses his students in their classifications, and

the feeding of the review provides a shared manner with his students, with the necessity of his students.

4. The independent practice stage: (AL-Kafarna, 2015), and Rothong (2013) refer to the procedures of the independent practice phase as follows:

- The teacher presents the questions categorized in an orderly manner and can benefit from the cards that were rated by the students in the previous stage.
- The teacher directs the students to think; To find the answer according to its specific source, and according to its skill level.
- The teacher discusses with the students their answers to the questions; To infer their abilities to understand the question-answer relationship and help them develop their skills in understanding Quranic texts by improving the level of answers to the reading comprehension skills questions.

5. The evaluation stage and its procedures:

Rothong (2013) believes that the procedures of the question-answer relationship strategy can be modified in line with the nature of the stage of study for students and their subject areas; Accordingly, the researchers in their current study added a special card to the evaluation stage, to be placed in the achievement file of each student, and it maintains the procedures for this stage according to what was referred to by Abdulrasool 2015 and (Rothong, study: 20, 2013), as follows:

- the student presents an application on a question at the level of me and myself, and it was identified in the current study by the skill of summarizing the reading text, or some of its aspects in a mind map.
- the student explains how the question-and-answer strategy helped him in understanding what he read.

2- The second axis: the skills of understanding the Qur'anic text:

Understanding in language: a good conception of the meaning, a good readiness of the mind to elicit, and plural is understandings and concepts. (The Arabic Language Academy, 1990).

idiomatically: the ability to extract or derive meanings from the text. (Jaber, 2008). Or it is a complex skill that includes special abilities such as the ability to read and understand sentences, analyze the read text by dividing it into paragraphs, distinguish between sentences, and understand their implicit meanings (kock, Eckstim, 1995).

Understanding the Qur'anic text requires several skills such as: determining the appropriate meaning of the word from the context, determining the meaning by recognizing the reason for revelation, determining the purpose of using a word without its synonym, determining the overall meaning of the text, inferring the appropriateness between verses and surahs, deducing the main issue, and inferring the main issue. The implicit text of the text, identifying the aesthetic images in the text, and distinguishing between the miraculous aspects of the text.

For the student to reach the realization of the meanings and ideas expressed in the Qur'anic text, and to link these ideas with his experience and information, interact with them, and benefit from them, he must master a set of multiple skills to understand the Qur'anic text. (Al-Miniawy, 2007):

1. The skill of understanding vocabulary and linguistic structures, which includes the following:

- Discussing ambiguous vocabulary in the Qur'anic verses.
- Deducing the meanings of Quranic vocabulary through context.
- Clarifying the synonyms of ambiguous words in the Qur'anic verses.
- Clarifying the antithesis of ambiguous words in the Qur'anic verses.

2. The skill of general understanding of the Qur'anic text, which includes the following:

- Determine the topic on which the verses revolve.
- Determining the partial ideas of the verses and their relationship to the general topic.

- Explanation of the reason for the revelation of the verses.
- The relationship between the beginning and end of the verses.
- Linking the verses of the text to the verses like them in the holy Qur'an.
- Clarification of the apparent meaning and interpretation of some verses.

3. **The skill of deducing rulings and values to which the Qur'anic text guides**, that includes the following:

- Deduction of basic principles related to faith.
- Deduce the legal rulings related to worship from the text.
- Deduction of legal rulings related to transactions in the text.
- Deduce the values and principles that should be followed.
- Linking some rulings to contemporary issues related to people's lives.

Al-Sumairi, 2010, added another skill in addition to the above, which is the following:

The skill of employing Quranic verses, including the following:

- Identifies the Qur'anic verse indicating a specific meaning.
- Determines the appropriate Quranic verse for a specific situation.
- Explains the scientific and historical references included in the Qur'anic text.

Through the previous review and after looking into several classifications, the classification that the researchers are satisfied with is the division of the skills of understanding the Qur'anic text for intermediate school students into three main skills (direct understanding, deductive understanding, applied understanding) after reviewing the opinions of the judges and their recommendations. Each skill includes several sub skills, Sub-skills as follows:

A- Direct understanding, which includes the following skills:

- Determine the appropriate meaning of the word from the context.
- Mention the opposites of some of the words mentioned in the Qur'anic text.
- Clarify the direct connotations of the Quranic verse.
- Define the subject of the verse from the Qur'anic text.
- mention information that is required from him after reading the Qur'anic text.
- Arrange events or facts according to their sequence in the Qur'anic text.

b-Deductive comprehension, which includes the following skills:

- Deduce the values mentioned in the Quranic verse.
- Deduce the implicit connotations from the Quranic verse.
- Deduce the aesthetic images mentioned in the Quranic verse.
- Explain the meanings of the word by referring to the books of interpretation.
- Extract the reasons for the revelation of the Qur'anic verse from the books of interpretation.
- Shows the relationship of the verse with the previous verses of the Qur'an.
- Deduce the characteristics of personalities mentioned in the Qur'anic text.
- Deduce the type of Quranic text (dialogue, story, competition...etc).

C- Applied understanding, which includes the following skills:

- Apply the verse in real life situations.
- Use the relationship between Quranic words in constructing the overall meaning of the verse.
- Use the meanings of the Qur'anic word in examples outside the Qur'anic text.

- Summarize the main ideas in the Qur'anic verse, according to their arrangement, in a clear manner.

This is for the following:

- This classification is in line with the question-answer strategy and the curriculum.
- This classification has considered the gradation in comprehension skills starting from direct, then deductive, then applied.
- This classification is consistent with the arbitrators' opinions and suggestions during arbitration.

Second: The relationship between the characteristics of the intermediate stage and the Qur'anic understanding:

The process of understanding the Qur'anic text requires religious, moral, physical, mental, emotional, and social development of intermediate school students, thus requiring certain abilities that enable students to acquire the skills of interpreting the Qur'an, and students at this stage possess the abilities, skills, and preparations to be mature.

Each of the different stages of growth must have something to do with the curriculum; it should work to meet its needs, understand the motivations affecting it, to help each individual develop the desired growth, and to know the characteristics of the different stage that appears to their students in terms of physical, mental, emotional and social aspects; that help curriculum planners when designing them, as well as teaching methods and inputs, to conform to and enhance their growth needs, effectively affecting their education and guiding their behaviors. (Zahran, 1991).

The stage - the current subject of research - is the adolescence stage, which includes intermediate school students between the ages of 12 and 15, the characteristics of this stage are numerous, most notably:

1- Characteristics of Religious and Moral Growth:

Religious growth represents the most important aspects at this stage in all societies, with different

names when discussed: religious, moral, or philosophical. The Muslim community realizes its importance and appreciates it, and the student in this aspect discusses and searches for evidence, and criticizes what adults are accustomed to without evidence.

The teacher of the subject of interpretation bears the largest role in this aspect; It should exploit these characteristics in several ways, including:

- To work on addressing the students' minds, in addition to their emotions, due to the openness of mind and intense feelings that this stage is characterized by, and this is the style of the Qur'an in many places.
- Investing in situations of hardship and adversity to resort to Allah during distress.
- Urging students to practice worship in the correct form, and to explain it to them, as it is the purpose of human existence, with reference to the bad innovations (bidaa) that are involved in it. (Al-Jaqandi, 2003).

2- Characteristics of physical growth:

At this stage, a relative slowdown in physical growth from early adolescence occurs, while the heart and arteries continue to grow, and blood pressure rises, leading to severe fatigue and tension, and changes occur in the stomach and intestines; As its length and breadth increases, the student's appetite increases, weight increases, bones grow, and teeth grow, with a decrease in the number of hours of sleep, and an increase in mastery of motor skills. (Zahran, 1991).

The teacher of Islamic science in general and interpretation, has a great role in directing bodily growth through the following:

- Urging the student to take care of his body and food; to grow properly, enabling him to carry out his responsibilities towards himself and his family in the future, the Qur'an has shown us the virtue of strength if accompanied by wisdom.
- Clarifying the instructions of Islam regarding food, drink, and clothing, and urging it to satisfy these needs without extravagance, especially with the emotional impulse of students to imitate and the desire for excellence.

- Paying attention to adornment and perfume, especially since this is one of the characteristics of instinct when talking about the developments of contemporary adornment, and the legal position on it. (Al-Jaqandi, 2003).

3- Characteristics of Mental Development:

The manifestations of mental development at this stage are characterized by a slowdown in the speed of intelligence growth, and it is approaching its completion; Where education takes a way towards the appropriate specialization, innovation appears in the student, abstract thinking and innovative thinking grow, and the ability to collect and criticize what he reads, and the growth of mental abilities increases, especially those related to linguistic ability, numerical ability, and cognitive speed. (Melhem, 2005)

Based on the foregoing, the teacher of Tafsir has an important role by knowing the characteristics of mental development to work on controlling and directing them in terms of:

- Training students in an organized manner in correct thinking and honest reasoning, to improve the awareness of the phenomena and influences that surround it.
- Develop the student's mental abilities, such as intelligence, attention, thinking, observation, understanding, and innovation.
- Helping the student to think correctly, and be able to judge things fairly, and benefit from the experiences of others, which leads him to open to others while preserving his identity.
- Encouraging the student to teach and learn and explaining its merit and status in Islam. (Al-Jaqandi, 2003).

4- Characteristics of Social Development:

The student's desire for self-assertion increases by searching for a role model, such as: parents, teachers, and important figures, with a tendency to go along with the group, and the growth of a sense of responsibility towards reforming society and solving its problems, and increasing the tendency to help others, and interest in choosing friends who are like him. In traits, they complement his weaknesses, cling to friends to a noticeable

degree, and also talk a lot about school, activity, and trips. (Zahran, 1991)

Based on the foregoing, the Tafsir teacher has a great role to play towards investing what the Qur'anic verses contain of public morals, moral and social values, such as:

- Alert on the etiquette of social behavior in asking permission and greeting, lowering the voice, and eating etiquette.
- Explaining the link between performing acts of worship correctly, and its impact on the self and behavior of the individual and society.
- Strengthening the value of social solidarity, and Allah has linked it to sound belief. (Al-Jaqandi, 2003).

5- Characteristics of emotional development:

This aspect is characterized by sharpness and extremism, and the student's tendency towards exaggeration appears in his love for one of his teachers, mentioning his merits, defending him, and imitating him in dress and adornment. His emotions are always strong. He tends to rebel against authority, and tends to be more involved in imagination and daydreaming to escape his anxious states. (Melhem, 2005)

The teacher of Tafsir can invest the intense emotional aspects in several matters, including:

- Providing support and assistance to the student in the problems he encounters, and containing his exaggerated emotions, to gain his trust, and if he reached that, it would be easy for him to provide the student with correct Islamic values and correct his personality.
- He sets a good example in his interest in his dress, his application of good behavior, and his control of his emotions in front of the student, to give him a practical lesson in correct behavior and good morals.
- Directing the students' intense emotions to sensing the problems of Muslims in the world and working to help them as much as possible. (Al-Sanea, 2005)

6- Characteristics of motor growth:

Motor growth at this stage is characterized by increased activity and mastery of motor skills, through using modern knowledge media, such as the computer and the World Wide Web (Internet), with the availability of compatibility and motor harmony between the body and the performance of skills (Zahran, 1991).

The teacher of interpretation can invest the manifestations of motor growth in the following:

- Training students on some skills that enable them to interpret the holy Qur'an, such as training them to determine the appropriate meaning of the word from the context and training them to extract aesthetic images from the Qur'anic text, linking the Qur'anic text to reality, and training them on the aesthetic taste of Qur'anic texts.
- Training students on the question-answer relationship before, during, and after reading Qur'anic texts.

- The questions raised by students themselves encourage them to reflect on and understand Qur'anic texts and maintain their vitality and activity during learning.

- Investing students' activity in all activities inside and outside the school, such as school radio, public speaking, and reading, in proportion to their physical and kinetic capabilities, and in a way that brings them benefit and interest.

The following figure illustrates these characteristics:



Figure No. (2) Growth characteristics of intermediate school students

Previous studies:

The researchers divided previous studies into two axes: studies on the strategy of the question-to-answer relationship, and studies on the skills of understanding the Qur'anic text, including: general courses and Islamic science courses. Previous studies have been shown in

chronological order from the oldest to the most recent as follows:

The first axis: the studies that dealt with the question-answer strategy:

The question-answer strategy is one of the strategies that is based on the logical relationship

between the question and the answer and contributes to making learners skilled researchers in their search for the required answers.

1- Cummins et al. (2012) study:

It aimed to know the impact of applying the question-and-answer relationship strategy to develop reading comprehension skills and increase the motivation of fourth-grade students to read texts in English in New York State, USA. The study sample consisted of (6) student in fourth primary grade four girls and two boys in a high-poverty urban area in western New York. The study used the quasi-experimental method. The study concluded that there is a positive impact for the application of the relationship between the question and answer strategy to the development of the skills of comprehension of reading among students of the study sample, and the results showed the effectiveness of the strategy to increase students' motivation to perform reading activities, and concluded that the students participated in the study actively and benefited from the strategy in development of their performance of reading activities.

2- The Rosantie Study. (2014)

The aim of the study was to identify the effect of the question-and-answer relationship strategy on increasing students' achievement in reading comprehension among tenth-grade students, majoring in computer networks at the secondary school for vocational training in Indonesia. The study sample consisted of (64) students from the tenth grade, where they were divided into two equal groups, the first is an experimental group and consisted of (32) students and studied using the question answer relationship strategy and the second was the control group consisted of (32) students as well and studied using the question-reading method only. The study used the quasi-experimental method. The study results showed an increase in student achievement in understanding the reading for the experimental group students which studied using the question answer relationship strategy rather than the control group students which studied using reading the question method only, and the results showed that the question answer relationship strategy has strengthened the group students' ability of

generating questions that helped them not only in deepening their reading comprehension of the text, but also in learning how to learn.

3- Study of Abd al-Nabi al-Rasoul (2015)

It aimed to develop the skills of the critical understanding of the first secondary class students using the methods of the question and answer relationship strategy, and to achieve this goal, the study was exposed to five axes, which are, respectively: the definition of the problem and the steps of studying it, critical understanding and the development of its skills by using the question and answer relationship strategy, building a program to develop the skills of critical understanding, the application of the program, and lastly the results of the study, recommendations and suggestions. The results proved the existence of statistically significant differences at the level of 0.05 between the mean scores of the experimental and control groups in the pre- and post-measurement for the post application achieved.

4- The study of Rahma Wati and others: Rahmawati, et al. (2016)

The aim was to identify the impact of applying the question-and-answer relationship strategy in developing reading comprehension through retelling the reading text. The study sample consisted of one group of (17) eighth-grade students at SMP Haebatlam Gontong Kubu Raya in Indonesia, in the 2015/2016 school year. The study used the practical research method by following the coming stages: planning, implementation, observation, evaluation, and self-evaluation. The study tools consisted of (written assessment papers, a note card, and taking field notes). The study concluded that the strategic contribution of the relationship between the question and the answer the question-and-answer relationship strategy has contributed in developing of reading comprehension through retelling the reading text.

5- Almoqimy study (2017):

The study aimed at testing the effectiveness of the strategic relationship between question and answer (QAR) in the development of comprehension skills of reading among students of the basic eighth grade. To make sure of that the

study adopted quasi-experimental based on the experimental and control groups, where the experimental group included 27 students and control group consisted of 28 students from two different schools, The results of the study revealed the effectiveness of the question-answer relationship strategy in developing the combined reading comprehension skills of the students of the experimental group in the post application of the understanding reading skills test.

6- Abdel Bari study (2018):

It aimed to treat the weakness in the skills of understanding the literary text, and to develop the dimensions of the literary self for first-grade secondary students, while defining the relationship between them; By using a proposed strategy based on some comprehension monitoring strategies (question-answer relationship strategy, reciprocal questioning strategy), and to achieve the previous goal, the researcher prepared a list of literary text comprehension skills, literary self-efficacy test, and a list of necessary literary comprehension skills. , and a measure of the dimensions of the literary self, and a synthesis strategy was built based on some comprehension control strategies, and the study was applied to (86) male and female students of the first year of secondary school, which were divided into two groups: experimental and control, and the results were randomly distributed in the high grades. The results showed that there is a weakness in literary text comprehension skills, and the effectiveness of the proposed strategy in developing the dimensions of the literary self among first year secondary students.

7- Triangini, B. (2018) study:

The aim of the study was to find out if teaching reading using the question-and-answer relationship strategy gives better results on the reading skill of eleventh-grade students in the marketing department, and to find out if the process of teaching reading using the question-answer relationship strategy has a positive effect on the question-answer specialization Marketing, and knowing whether there is a relationship between reading skills and students' motivation in developing reading skill among students in the

Marketing Department of XI SMKN 1 Surakarta in Indonesia in the 2017/2018 academic year. The study sample consisted of (57) eleventh graders in the Marketing Department in the academic year 2017/2018. They were divided into two groups: experimental and control group. The study used the quasi-experimental method. The study tools consisted of a questionnaire that include a few responses to get to know the motivation of students to learn, and before and after test on the reading skills. The results of the study proved that question and answer relationship strategy was effective in developing reading skills and in increasing the students' motivation. It was proved also that it is more effective than the traditional method of teaching reading to students with high achievement motivation than to students with low achievement motivation.

Commenting on the studies of the first axis:

By reviewing the previous studies and research in this axis, the following can be concluded:

- Previous studies were similar with the current one in studying the effectiveness of the question-answer relationship strategy in developing reading comprehension skills.
- It is clear from the results of previous studies that they focused on knowing the effect of the question-answer strategy on understanding the text. However, they did not focus on developing the skills of understanding the Qur'anic text, and this is one of the objectives of the current research.
- The current research sample (the intermediate stage), and thus it agreed with some previous studies, while it differed with some others.

The second axis: studies and research that dealt with the skills of understanding the Qur'anic text:

Researchers and scholars have made commendable efforts in identifying these skills and researching how to develop them. These studies detail them as follows:

1- Fayed study (2013):

It aimed to know the extent to which Al-Azhar secondary school students were able to understand the skills of the Qur'anic text, in the light of the context analysis approach and its relationship to

religious values. And the relationship between these skills and religious values among students. The study sample included Al-Azhar secondary school students, whose number reached (150) students, including (69) students in the scientific department, and (81) students in the literary department. The results of the study indicated: There is a statistically significant difference at the level (0.05) between the real and hypothetical averages, in favor of the realistic mean for understanding the Qur'anic text at its three levels (direct - critical - tasteful), which indicates that Al-Azhar students in secondary students were unable to understand the Qur'anic text. Of them at the required level, which was determined at the level of (90%) to reach mastery.

2- Khalifa study (2013):

The aim of this study was to determine the strategies of Al-Azhar secondary school students' understanding of the Qur'anic text and the degree of awareness of it. The researcher used analytical description method in his study. The study sample consisted of (127) students male and female from the third-year secondary student of Al-Azhar institutes. the study tools contained the list of strategies of the qur'anic text, the questionnaire of testing the awareness of student with the strategies of understanding the Quranic text, the questionnaire of self-evaluating of the practicing of teachers of Islamic subjects of the strategies of teaching tafsir in light of the meaning of the qur'anic verses and the test of understanding the qur'anic verses for the students at Azhar secondary school. The results revealed that there is a weakness in the level of secondary school students in understanding the texts of Quran; This is due to the nature of the content provided to the students.

3- Al-Dhubyani study (2013):

It aimed to determine the reading comprehension skills necessary for the first intermediate grade students, and to reveal the extent to which the scientific and assessment activities included in the book *My timeless Language* for the first intermediate grade were considered. The researcher used the description method and the study sample consisted of (319) educational activity. The study tools consisted of a list of

reading comprehension skills and their levels needed for first-grade intermediate students. The results of the study identified (30) reading comprehension skills for the first-grade students of the intermediate class, including (87) for direct comprehensions, including the comprehensions for the 8th grade including that there are 8 for direct comprehension, 7 for conductive, 8 for critical understanding, 6 for cognitive understanding and 6 for creative understanding.

4- The study of Al-gaiybawi (2017):

The study aimed at examining if the students of secondary schools at Saudi Arabia possess the skills of understanding the qur'anic text. In order to achieve the previous goal, the study prepared a list of skills to understand the Qur'anic text for high school students, a test to measure these skills, and its validity and stability were verified. The Qur'anic text understanding skills test was applied to (100) first-grade high school students at Afif High School; the results showed a clear weakness in testing the skills of understanding the Qur'anic text as a whole, as well as weakness in each of these skills: direct understanding skills, inference understanding skills, applied understanding skills, and in the light of the previous finding, the researcher developed a vision for the development of these skills, setting out the objectives of the perception, its content, its teaching strategies, educational activities, and methods of evaluation and follow-up.

5- The study of Sönmez and Sulak. (2018):

The aim of the study was to identify the effect of using the thinking aloud strategy on the development of reading comprehension skills for fourth grade students. The sample of the study consisted of (26) fourth grade students (15 female students and 11 male students) in an elementary school located in the middle of Bartın County, Turkey. They were divided into two groups, the first was an experimental group, which consisted of (14) students, which was taught using the strategy of thinking out loud, and the other was a control group, which consisted of (12) students who studied using the traditional method. The study was conducted in the academic year 2016-2017. The results of the study concluded that there is a statistically significant difference between the

scores of the experimental group students who studied using the thinking aloud strategy and their colleagues in the control group who studied using the traditional method in the post test for understanding reading for the sake of the experimental group. The results also highlighted the effectiveness of the thinking aloud strategy in developing reading comprehension skills for the students of the experimental group.

Commenting on the studies of the second axis:

By reviewing previous studies and research in this axis, the following can be concluded:

1. Studies and research of this axis emphasized the importance of developing the skills of understanding the Qur'anic text, and the necessity of training students on these skills.
2. The studies and research of this axis aimed at developing the skills of understanding the Qur'anic text and students' mastery in them. Some studies also aimed at identifying strategies for teaching the Qur'anic text and evaluating teachers' performance in the skills of analyzing and teaching the Qur'anic text.
3. The previous studies and research stages varied; It included the elementary, middle, and high school levels.
4. Some of the previous studies and research focused on building tests of the skills of understanding the Qur'anic text in the subject of interpretation, and some of them were interested in preparing a scale for religious values, while others were interested in building a list of strategies for understanding the Qur'anic text.
5. Some previous studies and research used the descriptive analytical approach, and some used the experimental approach.
6. All previous studies and research proved the effectiveness of the strategies used and the proposed programs in developing the skills of understanding the Qur'anic text.
7. Some previous studies and research indicated the necessity of providing a subject of

interpretation using modern teaching approaches and strategies - whose effectiveness studies revealed - to develop students' understanding of Qur'anic texts away from memorization.

By reviewing the previous studies, there is no studies or research so far - as far as the researchers know - that used the question-answer strategy in developing the skills of understanding the Qur'anic text.

field research procedures

First: Research Methodology:

The current research relied on the experimental approach based on the quasi-experimental design of two control and experimental groups to measure the effectiveness of the independent variable on the dependent variable. To see its effect on another variable in the phenomenon under study (the dependent variable).

Second: Research community and sample:

It is all individuals or persons who are the subject of the research problem (Obeidat, et al., 2016: 96). The current research community consists of all middle school students in Qatif in the Eastern Province, who are enrolled in government schools during the second semester of the academic year 1441/1442 AH, and their number reached (13260) students. (Statistics of the General Administration of Education in the Eastern Province, 2021). As for the sample, the researchers applied the test to an exploratory sample that consisted of (40) first-grade students in the intermediate school (Al-Gash intermediate school). While the actual sample consisted of (60) students, the Beit Al-Maqdis Intermediate School was chosen to represent the control group, which numbered 30 students, and the experimental group, which numbered 30 students from the first intermediate class, but unfortunately some of the students did not respond to the test, and the reason may be anxiety or the fear of failing the exam, so the number of the experimental group became 28 students and the control group 22 students. The number of classes taught in Tafsir in Beit Al-Maqdis School reached (2), and the application was remotely due to the precautions followed during the covid-19

pandemic, and thankfully it was crowned with success.

Third: Research Variables:

The independent variable: it is represented in this study in the question-and-answer relationship strategy strategic the dependent variable: In this study, it is represented in the skills of understanding the Qur'anic text. Extrinsic variables: They are the variables that affect the results, and the researchers were keen to make the experimental and control groups equivalent in all the variables except for the independent one, where they tried to direct all the changes that occur to the variable (the students of the two dependent variables, represented in the dependent variables: Intermediate first grade, age: 12-13 years, academic content: Luqman's commandments unit, keys to the unseen from the book of interpretation, the spread of experimental treatment: transferring the impact of the experience to the control group, by applying the experiment in two different classes in the school of Beit Al-Maqdis in Qatif, Applying the tools at the same time intervals, the experimenter's biases: the researchers entrusted the application of the research strategy to the subject teacher in both groups, randomization: in choosing the two research samples.

Fourth: Experimental design:

The research relied on designing the measurement before and after the experiment for two groups, one experimental and the other control: In this design, the researchers chose two groups of individuals in a random way or in a way of matching between each pair of members of the two groups in order to achieve a large degree of equality of the two groups, and it measures the dependent variable of the two groups, then starts with the two groups. The experimental group is given the independent variable, and the other (the

control group) is left without exposing it to the independent variable, and after the end of the experiment it measures the dependent variable in the two groups, then reveals the differences between the mean of the two experimental and control groups in this variable.

In this study, the study sample was distributed into two groups: one of them is experimental, and the other is control. Both groups are applied to test the skills of comprehension of the Qur'anic text, and then the topics (the unit of commandments) of Luqman and the vocabulary questions are applied to the answers to the questions in the occult they are taught the same subjects for the control group in the usual way, and after the end of the probationary period both groups are subject to test the skills of understanding of the Quranic text, and in this light design can know the effectiveness of the relationship question strategy answer in the development of the skills of understanding of the text Quranic approach to the interpretation of intermediate school students, from By comparing the results of the posttest for each of the two groups: experimental and control.

Fifth: Search tools:

1- *Building a list of the skills to understand the Qur'anic text:*

An initial list of skills for understanding the Qur'anic text that are related to interpretation has been prepared, through a review of research, previous studies and educational literature related to those skills, and after presenting that list to a group of specialists in curricula and methods of teaching education, educators and moderators of opinion, and Islamic supervisors. Its final image was as follows:

Table No. (1) A list of Qur'anic comprehension skills Major skills & Sub skills

Main Skills	subskills
First: direct understanding	1- Determine the appropriate meaning of the word from the context.
	2- Mention the opposites of some of the words that are mentioned in the Qur'anic text.

	3- Determines the subject of the verse from the Qur'anic text.
	4- Clarify the direct connotations of the Quranic verse.
	5- Identify singulars of some plurals or the plural of some singular words.
	6- Mention information that is required of him after reading the Qur'anic text.
	7- Arranges the events or facts according to their sequence in the Qur'anic text.
Secondly: deductive comprehension	1- Deduce the values mentioned in the Quranic verse.
	2- Deduce the implicit connotations from the Quranic verse.
	3- Deduce the aesthetic images contained in the Quranic verse.
	4- Build the meanings of the word by referring to the books of interpretation.
	5- extract the reasons for the revelation of the Qur'anic verse from the books of interpretation.
	6- Shows the relationship of the verse with the previous verses of the Qur'an.
	7- Deduce the characteristics of personalities mentioned in the Qur'anic text.
	8- Deduce the type of the Qur'anic text (dialogue, story, jurisprudence...etc.)
Thirdly: Applied comprehension	1- Apply the verse in real life situations.
	2- Use the relationship between Quranic words in constructing the overall meaning of the verse.
	3- Use the meanings of the Qur'anic word in examples outside the Qur'anic text.
	4- Summarize the main ideas in the Qur'anic verse according to their arrangement in a clear manner.
	5- Distinguish between the main idea and the sub-idea in the Qur'anic text.

Second: A test to determine the skills of understanding the Qur'anic text for intermediate school students:

This test aims to determine the skills of understanding the Qur'anic text for the first intermediate grade, and to measure their level therein. In preparation for its development using the question-answer strategy. The test was formulated in a multiple-choice method from a unit (Luqman's Wills, Keys of the Unseen) for the first grade tafsir of the intermediate stage, where

the Qur'anic text assigned to the unit was placed at the beginning of the questions, and then the questions, and each question consisted of four alternatives. It may consist of (33) questions divided into three skills: the skill of direct comprehension, the skill of deductive comprehension, and the skill of applied comprehension. One question falls under each sub-skill, and the student gets a score for each question.

And after verifying the validity of the apparent test by presenting it to (10) arbitrators from professors of curricula and teaching methods, and educational supervisors and teachers with educational experiences in the field, and their opinions on deleting or modifying questions. As well as verifying the internal validity by measuring the correlation coefficients to measure the relationship between the questions of the Qur'anic text comprehension skills test with the total score of the test, which showed that several questions must be omitted due to their weakness, as well as measuring the ease coefficients and correlation coefficients to measure the relationship and the test's distinction between the two questions of the test questions of the degree.

The validity of the internal consistency to test the skills of understanding the Qur'anic text for my unit (Luqman's commandments, and the keys to the unseen):

This is to ensure that the correlation coefficient between the questions of the Qur'anic text comprehension skills test in the total score of the test is measured by calculating Pearson's coefficients between each of the test questions and the total score of the test (see Table No. 2).

The validity of the internal consistency of the questions of the Qur'anic text comprehension skills test:

Table No. (2) Correlation coefficients to measure the relationship between the skills test questions of Qur'anic text comprehension with the total test score

(Exploratory sample: n = 40)

Question No.	correlation coefficient	Question No.	correlation coefficient	Question No.	correlation coefficient
1	0.6623**	12	0.6734**	23	0.3118
2	0.3399*	13	0.2595	24	0.2799
3	0.5788**	14	0.1420	25	0.5992**
4	0.4222**	15	0.4776**	26	0.4915**
5	0.1714	16	0.5187**	27	0.3708*
6	0.6151**	17	0.2090	28	0.7476**
7	0.2099	18	0.7051**	29	0.5385**
8	0.7077**	19	0.4235**	30	0.7159**
9	0.3276*	20	-0.1435	31	0.6155**
10	0.4316**	21	-0.0605	32	0.6635**
11	0.1588	22	-0.2208	33	0.5257**

*function at 0.05

** function at 0.01

It was found through these results that there are weak questions, which should be deleted, and they are as follows: Question No. 5, 11, 14, 20, 21, 22

because of their low results, and they were deleted from the test.

Table No. (3) Ease coefficients and correlation coefficients to measure the relationship between questions with the total test score, and discrimination coefficients for the Qur'anic text comprehension skills test questions (exploratory sample: n = 40)

(Same as previous results, but combined into one table)

Question no.	coefficient of ease	Correlation coefficient (Internal consistency validity)	Discriminant coefficient
1	0.55	0.6623**	0.90
2	0.35	0.3399*	0.40
3	0.85	0.5788**	0.60
4	0.50	0.4222**	0.50
5	0.22	0.1714	0.20
6	0.62	0.6151**	0.70
7	0.35	0.2099	0.30
8	0.47	0.7077**	1.00
9	0.48	0.3276*	0.40
10	0.78	0.4316**	0.50
11	0.50	0.1588	0.10
12	0.68	0.6734**	0.80
13	0.50	0.2595	0.40
14	0.18	0.1420	0.20
15	0.40	0.4776**	0.50
16	0.60	0.5187**	0.60
17	0.38	0.2090	0.30
18	0.38	0.7051**	0.90
19	0.65	0.4235**	0.50
20	0.18	-0.1435	0.20-
21	0.23	-0.0605	0.10-
22	0.20	-0.2208	0.10-

Question no.	coefficient of ease	Correlation coefficient (Internal consistency validity)	Discriminant coefficient
23	0.20	0.3118	0.30
24	0.45	0.2799	0.50
25	0.45	0.5992**	0.70
26	0.68	0.4915**	0.50
27	0.58	0.3708*	0.40
28	0.50	0.7476**	1.00
29	0.70	0.5385**	0.60
30	0.65	0.7159**	0.80
31	0.55	0.6155**	0.70
32	0.43	0.6635**	0.80
33	0.52	0.5257**	0.70

* a function at 0.05 ** a function at 0.01

Through this table, the results of the coefficient of ease have been combined with the coefficient of correlation (the honesty of internal consistency) to facilitate the comparison between the results.

Then the test was applied to the exploratory sample to ensure its stability on the use of

Cronbach's alpha coefficient. We found out that the result of Cronbach's alpha coefficient was (0.89) - as the following table shows - which is considered an acceptable percentage for testing the understanding of the Qur'anic text.

Table No. (4) Coefficients of reliability of the Qur'anic text comprehension skills test (Exploratory sample: n = 40)

variable	No of Questions	Couder-Richardson Stability	Half-segmentation stability
The overall stability of the test	33	0.85	0.89

3- Checking the equivalence of the two study groups:

To verify the equivalence of the two groups: (experimental and control), the researchers used the Mann-Whitney test as an alternative to the t-test for the significance of the differences between two independent groups, to identify the

differences between the scores of the two experimental groups in the experimental and experimental groups.

Which showed that there were no statistically significant differences between the experimental group and the control group in the degrees of the pre-application of those skills to test the skills of

understanding Qur'anic texts, as well as in the total degree of validity of the test.

Table No. (5)

Mann-Whitney test for the significance of the differences between the scores of the experimental group and the scores of the experimental group.

The control group in the tribal application to test the skills of understanding the Qur'anic text

skills	Groups	No.	mid ranking	Total ranking	Value of Z	semantic level	Comments
direct comprehension	Experimental	28	24.89	697.00	0.34	0.738	nonfunction
	Controlled	22	26.27	578.00			
deductive understanding	Experimental	28	24.41	683.50	0.60	0.546	nonfunction
	Controlled	22	26.89	591.50			
applied understanding	Experimental	28	25.07	702.00	0.24	0.812	nonfunction
	Controlled	22	26.05	573.00			
The overall score for the test	Experimental	28	24.54	687.00	0.53	0.597	nonfunction
	Controlled	22	26.73	588.00			

4- The teacher's guide to employing the question-answer (QAR) strategy in developing the skills of understanding the Qur'anic text:

The two researchers prepared a guide for the teacher in employing the question-answer relationship (QAR) strategy in developing the skills of understanding the Qur'anic text among first-grade students, benefiting from the book's preparation, and the instruction manuals for the medium and classrooms, and the textbooks for its preparation. And it is evidence of the introduction to illustrate the importance of understanding the Quranic text, escalating its interest in various research and studies, as well as the role of strategies in skills development, which included detailed evidence of the strategic relationship question answer (QAR) in terms of: definition, and the nature of the strategy and its relationship with the skills of understanding of the Quranic text, and stages and the role of the teacher in it. The guide also included activities after each of the

interpretation lessons that the strategy was applied to.

In its initial image, the indicative was presented to ten courts, from the specialists in the approaches to Islamic education and the methods of teaching it, in interpretation, and in psychology, in addition to the specialists from the Ministry of Education, and the supervisors of the Islamic education, and the two of them, and the two of them, and the two of them, and the two of them, The guide is in its final form.

Sixth: Research application procedures:

- 1- Selection of the poll sample.
- 2- Choosing the actual sample.
- 3-Determining the independent variable, which is: the strategy of the question-answer relationship.
- 4- Determining the dependent variable which is: the skills of understanding the Qur'anic text.
- 5- Adjusting the extraneous variables.

Seventh: Statistical Methods:

The research used the Pearson correlation equation to calculate the reliability coefficients, the t-test to calculate the difference between the means between the control and experimental groups, the Eta-square to calculate the effect size, and the Pearson correlation coefficient to calculate the correlation and one-way analysis of variance (ANOVA) for the arithmetic averages on the mean and the means of the Qur'anic values.

Analyze and interpret the results:

First: What are the skills needed to understand the Qur'anic text for first-grade students?

This question was answered in (Search Procedures); (See Table No. 1).

Second: What is the effectiveness of the question-answer strategy in developing the skills of understanding the Qur'anic text for first-grade students in the middle school?

The answer to the second question came by verifying the hypotheses related to it, according to the following:

- **The first hypothesis:** "There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students that will study the strategy related to the question the answer and grades the control group students who will study in the usual way in the post test the skills of understanding of the Quranic text combined with the first-grade students medium".

The Mann-Whitney test was used to verify the validity of this hypothesis, as an alternative to the t-test for the significance of the differences between two independent groups. In order to identify the significance of the differences between the degrees of the experimental group and the degrees of the control group in the dimensional application to test the skills of understanding Qur'anic texts, and the following table shows the results to which:

Table No. (6) Mann-Whitney test for the significance of the differences between the scores of the experimental group and the scores of the control group.

The control group in the dimensional application to test the skills of understanding Qur'anic texts

Groups	NO .	mid - ranking	Total ranking	Value of Z	semanti c level	Comment	Impact size
Experimental	28	35.02	980.50	5.42	0.000	دالة عند مُستوى 0.01	0.75
Controlled	22	13.39	294.50				

It is clear from the previous table that the value of (g) is a function at the level of 0.01, which indicates that there are statistically significant differences between the experimental group and the control group in the degrees of the dimensional application in favor of the comprehension skills test, in favor of the Al-Nasa's comprehension skills. It is also clear that the effect size (eta-square) for the total degree of the test of comprehension skills of the Qur'anic texts was (0.75), and this means that (75%) of the total variance of the differences between the degrees of

the dimensional application of the test of comprehension skills is due to the two variances of the Qasr method. The question with the answer. The result of the study agreed with the results of the study of Kamens et al. (2012), the study of Abdul Nabi al-Rasoul (2015), the study of Rahma Wati et al. (2016), and the moqimy study (2017). Thus, the first hypothesis is rejected, and the researchers attributed this to the fact that the strategy of the question-answer relationship enables students to test their previous knowledge, which leads to correcting errors during the

learning process, and it also helped students to increase educational achievement in the educational work environment, which made the educational work an important focus of the student ; This facilitates the assimilation of information, and helps to employ it in various aspects of life.

- **The second hypothesis:** "There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students that will study the strategy related to the question the answer and grades the control group students who will study the traditional way in the tribal application and post to test the skills of understanding the text Quranic among grade students The first is average."

The researchers used the Wilcoxon test to verify the validity of this hypothesis, as an alternative to the t-test for the significance of the differences between two related groups. To identify the significance of the differences between the degrees of the pre-application and the degrees of the post-application of each of the experimental group and the control group in the sub-skills and the degree of their total skill test. The following tables show the results obtained:

The difference between the pre and post applications of the experimental group:

Table No. (7) Wilcoxon test for the significance of the differences between the degrees of tribal application and the degrees of The dimensional application of the experimental group in testing the skills of understanding Qur'anic texts

Skills	Groups	No.	mid ranking	Total ranking	Value of Z	semantic level	Comment
direct comprehension	dimensional less than pre	2	4.50	9.00	4.24	0.000	A function at the level of 0.01
	The dimensional is greater than the pre	24	14.25	342.00			
	The dimensional equals the pre	2					
Deductive comprehension	dimensional less than pre	1	2.00	2.00	4.59	0.000	A function at the level of 0.01
	The dimensional is greater than the pre	27	14.96	404.00			
	The dimensional equals the pre	0					
Applied comprehension	dimensional less than pre	0	0.00	0.00	4.21	0.000	A function at the level of 0.01
	The dimensional is greater than the pre	23	12.00	276.00			
	The dimensional equals the pre	5					
The overall score for the test	dimensional less than pre	1	1.00	1.00	4.60	0.000	A function at the level of 0.01
	The dimensional is greater than the pre	27	15.00	405.00			
	The dimensional equals the pre	0					

It is clear from the previous table that the values of (g) are a function at the level of 0.01 in the skills: (direct understanding, deductive understanding, applied understanding), as well as in the total score of the Qur'anic texts comprehension skills test; Which indicates that there are statistically significant differences between the pre and post application of the experimental group in the degrees of those skills to test the skills of understanding Qur'anic texts, as well as in the total degree of the test, in favor of the application.

In order to identify the effectiveness of the method of teaching with the strategy of the question-answer relationship in developing the understanding of the Qur'anic text among the study sample (students); The two researchers calculated the Black Adjusted Gain Ratio for the difference between the mean of the pre- and post-application of the experimental group in the sub-skill scores and the total score of the text comprehension skills test. The following table shows the results obtained:

Table No. (8) Intermediate pre- and post-application of the experimental group The average gain percentage for the test scores of Qur'anic comprehension skill

Skills	Pre application		dimensional application		Adjusted Gain Ratio
	SMA*	standard deviation	SMA*	standard deviation	
direct comprehension	50.32	24.93	85.39	16.10	1.06
Deductive comprehension	41.67	24.50	92.46	21.61	1.38
Applied comprehension	50.00	34.23	94.90	15.66	1.35
The overall score for the test	47.35	23.65	90.21	17.38	1.24

The average has been converted to 100 degrees

It is clear from the previous table that Black's adjusted gain percentage for the total test score of Qur'anic comprehension skills was (1.24), which is greater than the cut-off (1.20) set by Black, which indicates the effectiveness of the teaching method with the question-answer strategy in developing the understanding of the Qur'anic text among the sample of the study (middle grade students). The result of the study agreed with the results of the study of Kamens et al (2012), the study of Abd al-Nabi al-Rasoul (2015), the study of Rahma Wati and others (2016), and the study of

the Moqimy (2017). Statistically at the significance level ($\alpha \leq 0.05$) between the mean scores of the students of the experimental group that will study the relationship of the question to the answer strategy in the pre- and post-test and the intermediate and intermediate tests.

The difference between the pre and post applications of the control group:

Table No. (9) Wilcoxon test for the significance of the differences between the degrees of tradition application and the degrees of Post-application of the control group in testing the skills of understanding Qur'anic texts

Skills	Groups	No.	mid - ranking	Total ranking	Value of Z	semantic level	Comment

direct comprehension	dimensional less than pre	6	7.58	45.50	2.02	0.043	A function at the level of 0.05
	The dimensional is greater than the pre	13	11.12	144.50			
	The dimensional equals the pre	3					
Deductive comprehension	dimensional less than pre	7	11.21	78.50	0.10	0.923	nonfunction
	The dimensional is greater than the pre	10	7.45	74.50			
	The dimensional equals the pre	5					
Applied comprehension	dimensional less than pre	9	6.83	61.50	0.35	0.726	nonfunction
	The dimensional is greater than the pre	7	10.64	74.50			
	The dimensional equals the pre	6					
The overall score for the test	dimensional less than pre	10	8.10	81.00	0.90	0.369	nonfunction
	The dimensional is greater than the pre	10	12.90	129.00			
	The dimensional equals the pre	2					

It is clear from the previous table that the value of (g) is a function at the 0.05 level in the skill: (direct understanding); Which indicates that there are statistically significant differences between the traditional and post-application of the control group in the degrees of that skill to test the skills of understanding Qur'anic texts, and these differences were in favor of the dimensional application. It is also clear that the values of (g) are not significant in the skills: (deductive understanding, applied understanding), as well as in the total degree of testing the skills of understanding Qur'anic texts; Which indicates that there are statistically significant differences between the pre and post application of the control group in the degrees of those skills to test the skills of understanding Qur'anic texts, as well as in the total degree of the test, in favor of the application. Thus, we accept the hypothesis that states: "There is no statistically significant difference at the significance level ($\alpha \leq 0.05$) between the mean scores of the control group students who will study in the traditional way in the pre-test, the mean and the mean distance." This can be attributed to the fact that the strategy of the question-answer relationship in developing the skills of understanding the Qur'anic text gives the learner in the experimental group the opportunity when

answering questions to try to guess; Which leads to stimulating the learner's thinking, and recalling his previous position and experiences, while investigating the aspects of strength and weakness and modifying the necessary, and the learner is more integrated in the educational process, so he evaluates what he learned before, during and after the educational process, which leads to building a critical personality.

- **The third hypothesis:** "There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the experimental group students that will study the strategy related to the question the answer and grades the control group students who will study the traditional way in the post application to test the skills of understanding of the Quranic text in levels president detailed the middle school students."

The two researchers used the Mann-Whitney test to verify the validity of this hypothesis as an alternative to the t-test for the significance of the differences between two independent groups, in order to identify the significance of the differences between the mean scores of the experimental group and the scores of the cumulative scores for the cumulative scores. Understanding the

Qur'anic texts, and the following table shows the results that have been reached:

Table No. (10) Mann-Whitney test for the significance of the differences between the scores of the experimental group and the scores The control group in the post application of the skills of the Qur'anic text comprehension test

Skills	Groups	N o.	mid - ranking	Total ranking	Value of Z	semantic level	Comment	Impact size
Direct comprehension	Experimental	28	30.61	857.00	3.12	0.002	A function at the level of 0.01	0.22
	Controlled	22	19.00	418.00				
Deductive comprehension	Experimental	28	35.04	981.00	5.55	0.000	A function at the level of 0.01	0.75
	Controlled	22	13.36	294.00				
Applied comprehension	Experimental	28	33.86	948.00	5.01	0.000	A function at the level of 0.01	0.58
	Controlled	22	14.86	327.00				

It is clear from the previous table that the values of (η^2) are a function at the 0.01 level in the skills: (direct comprehension, deductive comprehension, applied comprehension), which indicates that there are statistically significant differences between the experimental group and the control group for their over-comprehension test of the overlapped tests. Quranic verses, for the benefit of the experimental group. It is also clear that the effect size (eta square) for these skills ranged between (0.22 and 0.75), and this means that between (22% and 75%) of the differences between the degrees of dimensional application of those skills to test the skills of understanding Qur'anic texts is due to the influence of the Qur'anic text comprehension method. The strategy of the question-answer relationship. The result of the study agreed with the results of the study of Kamens et al. (2012), the study of Abd al-Nabi al-Rasoul (2015), and thus we reject the hypothesis that states that "there is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the average scores of the total

scores. Which will study the question-answer relationship strategy and the scores of the students of the control group who will study in the traditional way in the dimensional application to test the skills of understanding the Qur'anic text at its main levels of detailed levels."

In light of this, it can be said that the use of the question-answer strategy in teaching has achieved a good level of effectiveness and efficiency and had a tangible impact on improving the level of skills in understanding the Qur'anic text, as well as the Qur'anic numerical analogy. Compared to their skill level in pre-measurement. This may be due to the nature of the question-answer strategy and its philosophy, which focuses on providing students with understanding skills; Which provides motivation for learning and skill development, as it provided appropriate opportunities for interaction (between the teacher and his students), and between the students' previous and new information on exegesis topics; Which led to an increase in their comprehension

and the development of their skills in understanding the Qur'anic text, as the students were keen to use the method of dialogue, discussion, linking and balancing between parts of one topic and different topics, as well as the strategy created opportunities for students to extract information themselves.

Research Recommendations

Considering the research results, the following can be recommended:

1. The necessity of paying attention to modern teaching strategies, including the strategy of the question-answer relationship in all academic stages, especially the middle stage, and the need to include it in the curricula of faculties to prepare them to keep pace with modern students.
2. The need for the vocabulary of teaching methods to contain metacognitive strategies, especially the question-answer strategy.
3. The need for the Ministry of Education and those in charge of curricula to pay attention to methods of developing thinking, and to encourage teachers to use them through continuous training courses and to be informed of the most important developments in this field, which leads to raising their teaching competencies.
4. The researchers recommend the need to raise awareness among teachers through educational bulletins and directed readings of the importance of teaching the method of asking questions and choosing the appropriate question with the educational situation.
5. The need to work on developing skills in general and the skills of understanding the Qur'anic text among Islamic education teachers and supervisors through organizing in-service training courses to achieve this.
6. Making the students the main axis in the educational process and giving them the biggest role in discussion and analysis, searching for questions, eliciting ideas and using them correctly.

Research proposals

Based on the results that have been reached, and considering the previous recommendations, the researchers suggest carrying out the following research and future studies:

- 1- Building a program based on the question-answer relationship strategy to develop skills (of all kinds).
- 2- Conducting a study to find out the effect of the question-answer strategy on other Islamic education materials.
- 3- Conducting a study to determine the extent to which Islamic education teachers in general and tafsir teachers in particular are familiar with the skills of understanding the Qur'anic text and activating it in different teaching situations.

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