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The Impact of Using Jigsaw Strategy on Improving Reading Comprehension and Communication Skills among Eleventh Graders in Rafah

أثر استخدام استراتيجية Jigsaw على تحسين الفهم القرائي ومهارات التواصل لدى طالبات الصف الحادي عشر في رفح

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حينما ورد، وأن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل الآخرين لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

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The Holy Quran

سُورَةُ الْمَجَادِلَةِ

قَالَ تَعَالَى: ﴿يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ﴾

[المجادلة: 11]

Dedication

This humble work is dedicated with love and appreciation to:

My heart, my father, who sacrificed his life for our happiness, who encouraged me to finish my post graduate studies, who lightened my way towards success,

My compassionate mother for her love and encouragement, for her endless patience and support,

My dear brothers and sisters ,who supported me with their prayers to achieve my dream,

My beloved country, Palestine,

All those who gave me love, strength and patience.

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I'd like to thank my parents and members of my family, who motivated me to go ahead for higher education.

Abstract
**The Impact of Using Jigsaw strategy on Improving Reading
Comprehension and Communication Skills among
Eleventh Graders in Rafah**

Objectives and aims: This study aimed to investigate the impact of using Jigsaw Strategy on improving Reading Comprehension and Communication skills among Eleventh Graders in Rafah.

Methodology : The researcher adopted the experimental approach and employed a sample of (76) EFL female learners studying at Al- Quds secondary school in Rafah. The researcher chose two classes of six ones : one class was as an experimental group consisting of (36) students and the second one was as a control group consisting of (40) students. The traditional method was used in teaching the control group, while the jigsaw strategy was used with the experimental one in the first term of the school year (2015-2016).

The instruments: The researcher used three tools: a questionnaire to determine the degree of importance of the reading comprehension skills, an achievement test (Pre& post-test) and an observation card to measure the communication skills among students. The collected data were analyzed and treated statistically through the use of SPSS, T-test and the effect size equation was used to measure the effect size of jigsaw strategy on the experimental group in each domain of the test.

The results: The findings of the study revealed that there were significant differences in learning English reading comprehension and communication skills between both groups: the experimental and the control ones, in favor of the experimental group due to using the jigsaw strategy.

Recommendations: The study recommended the necessity of implementing jigsaw strategy in teaching and learning English reading comprehension and communication skills to bring about better outcomes in students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of using jigsaw strategy on different English language skills and other school subjects as well.

Keywords: Jigsaw strategy–Reading comprehension skills- communication skills

Abstract in Arabic

ملخص الدراسة

أثر استخدام استراتيجية Jigsaw على تحسين الفهم القرائي ومهارات التواصل لدى طالبات الصف الحادي عشر في رفح

أهداف الدراسة: تهدف الدراسة الى التعرف على اثر استخدام استراتيجية جيجسو على تحسين الفهم القرائي ومهارات التواصل لدى طالبات الصف الحادي عشر في رفح.

منهجية الدراسة: استخدمت الباحثة المنهج التجريبي حيث طبقت الدراسة على عينة مكونه من (76) طالبة من مدرسة القدس الثانوية للبنات، رفح. واختارت الباحثة صفيين من ستة فصول حيث اعتبرت فصلا كمجموعة ضابطة تكون من (40) طالبة واعتبرت الفصل الاخر كمجموعة تجريبية حيث تكون من (36) طالبة. واستخدمت الطريقة التقليدية في تدريس المجموعة الضابطة بينما استخدمت استراتيجية جيجسو في تدريس المجموعة التجريبية وذلك في الفصل الأول من العام الدراسي (2015-2016).

الادوات : استخدمت الباحثة ثلاثة أدوات، أولاً: استبانة من اجل تحديد أهم المهارات القرائية لدى طلبة الصف الحادي عشر. ثانياً: اختباراً تحصيلياً (قبلي- بعدي). ثالثاً: بطاقة ملاحظة لقياس مهارات التواصل بين الطالبات. ولقد تم تحليل البيانات ومعالجتها احصائياً باستخدام برنامج (SPSS) واختبار T ، بالإضافة الى استخدام الباحثة لمعادلة حجم التأثير وذلك لقياس حجم أثر استراتيجية جيجسو على المجموعة التجريبية في كل مجال من مجالات الاختبار .

النتائج : خلصت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية في تعلم مهارات الفهم القرائي ومهارات التواصل بين المجموعتين التجريبية والضابطة، وذلك لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية جيجسو .

التوصيات : في ضوء النتائج أوصت الدراسة بضرورة توظيف استراتيجية جيجسو في تدريس وتعلم مهارات الفهم القرائي ومهارات التواصل لتحقيق نتائج أفضل في تحصيل الطلبة. وايضا اقترحت الباحثة ضرورة إجراء المزيد من الدراسات للتعرف على أثر جيجسو على مهارات أخرى من اللغة الانجليزية وغيرها من المواد الدراسية.

الكلمات المفتاحية : استراتيجية جيجسو - مهارات الفهم القرائي- مهارات التواصل

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Chapter I
Study Statement and
Background

Chapter I:

Study Statement and Background

Introduction

Language is a social phenomenon; it differentiates human from other living creatures, by language human can protect his past and present and plan for a better future. Language is one of Allah's signs for man "He (Allah) taught him (man) eloquent speech " [Al- Rahman: 4]. These days it is generally accepted that language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized. It is a dynamic resource for creating meaning (Nunan,2004). Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly.

English language is one of the main components of the Palestinian education curriculum. It is a foreign language that is being taught to all students in the schools. It is available from first stages, starting in grade one and continues until grade twelve, as a result of the importance of English in life. English has become the most widely spoken language all over the world, so it is of top importance to teach and learn English these days. It is an international language used in formal talks such as political, economic, social and sports conferences. English language has four skills, receptive like listening and reading, and productive like speaking and writing. The main goal of teaching these skills is to enable students to interact successfully with native and non-native users of English in a variety of social and academic settings. The research includes two dependent variables which are reading comprehension skills and communication skills. Firstly, reading is the first skill that Allah ordered prophet Mohamed "peace and blessing be upon him " to do. This indicates the importance of reading in life which is a bridge for the world. Murad (2012) states that reading is a means of intellectual communication among people and societies which man uses to charge his mind with ideas, experiences and knowledge that is translated into behavior that helps him live in, develop and improve his society appropriately. Zakout (1999, p.100) indicates that reading is as important as other sciences for it is a key to these sciences because man can not know anything unless he is proficient in reading. By this,

we mean, reading comprehension, analysis, investigation and meditation. It is discovered that the student who often excels in reading outperforms in other sciences. So, learning to read is one of the most important strategies students can accomplish in schools because it is the foundation for all academic endeavors. Secondly, communication skills are defined as the exchange of thoughts, views and ideas with the intention of conveying information. Communication is a two way street that includes vocalization as well as gesticulation. The purpose of communication is to convey one's beliefs, ideas, thoughts or needs with clarity so as to reach a consensus or a mutually acceptable solution. In recent years, teaching methods and techniques have gradually changed from teacher centered teaching methods toward modern student centered teaching methods. Therefore, studies involving cooperative learning have emerged as an internationally important area of social science research among researchers.

Cooperative learning is one kind of student-centered approaches different from traditional pedagogy centered on teachers (Chu, 2014). One of the cooperative teaching techniques, Jigsaw strategy, where students can work in small groups being responsible for each other's learning and express themselves. Jigsaw co-operative teaching is one that places much emphasis on providing students with the opportunity to actually help each other build comprehension. This strategy assigns students to small groups composed of varying skill levels. Each group member is responsible for becoming an "Expert" on one section of the assigned materials and then teaching it to the other members of the team. In this study, the researcher focused on the effectiveness of cooperative learning, Jigsaw strategy on reading comprehension and communication skills among eleventh graders.

1.1 The Need for the Study

From meeting a lot of students in the secondary stage, the researcher noticed that EFL students in Gaza face many difficulties in reading comprehension skills, and have poor communication skills. As a result, she tried to find a useful strategy to facilitate learning reading comprehension by reviewing some previous studies in this concern. She found that Jigsaw strategy is a very pivotal one. Reading skills are necessary when students want to further their study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information.

1.2 Statement of the Problem

The researcher made interviews with some students from secondary stage, in order to know what the problems facing them in learning reading comprehension skills and communication skills were. Firstly, most students said that they were suffering while learning reading skills as they didn't know how to answer the questions based on the reading passage, because they did not understand the meaning of the text. Secondly, students said that they did not have the opportunity to express and to use language in the class. So, the researcher tried to search for methods in order to solve and alleviate this problem and to help students in learning reading comprehension skills and communication skills smoothly.

The problem of the study is stated in the following major question:

What is the impact of using Jigsaw strategy on improving Reading Comprehension and communication Skills among eleventh graders?

The following minor questions emanated from the above principal one :

1.3 Research Questions

- 1- What is the nature of the jigsaw strategy needed to improve reading comprehension and communication skills?
- 2- What are the reading comprehension skills that need to be developed by the use of jigsaw strategy?

- 3- Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of reading comprehension skills in the post test among students who learn reading comprehension through Jigsaw strategy (experimental group) and those who learn reading comprehension through traditional methods (control group)?
- 4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of “skimming” skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method?
- 5- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method?
- 6- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of synonymy and antonym skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method?
- 7- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of deducing meaning from context skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method?
- 8- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of the writer`s tone skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method?
- 9- Are there statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between the experimental group and the control group due to the use of Jigsaw strategy?
- 10- Are there statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between (pre-post) at the experimental group due to the use of Jigsaw strategy?

1.4 Research Hypotheses:

- 1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of reading comprehension skills in the post test between the experimental group and the control group due to the use of Jigsaw strategy.
- 2- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of “skimming” skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method.
- 3- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method.
- 4- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of synonymy and antonym skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional methods.
- 5- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of deducing meaning from context skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method.
- 6- There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of writer`s tone skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the control group who learns reading comprehension through traditional method.
- 7- There are no statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between the experimental group and the control group due to the use of Jigsaw strategy.
- 8- There are no statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between (pre-post) at the experimental group due to the use of Jigsaw strategy.

1.5 Purposes of the Study

- 1- To develop team work and cooperative learning skills within all students.
- 2- To examine the effectiveness of Jigsaw strategy in developing reading comprehension skills.
- 3- To examine the effectiveness of Jigsaw strategy in raising students' motivation and interest to share and learn through cooperation way.
- 4- To examine the effectiveness of Jigsaw strategy in improving communication skills among students.
- 5- To increase teachers` awareness in teaching reading comprehension skills by using jigsaw strategy.

1.6 Significance of the Study

- 1- It suggests a perspective for developing learning reading comprehension among the 11th grade students through using Jigsaw strategy.
- 2- The study may attract the attention of the English language teachers to the importance of applying Jigsaw strategy to add methods in teaching English language.
- 3- It improves students` performance in their reading skills and motivate them to learn English.
- 4- It develops students` performance in communication skills.
- 5- It can benefit supervisors to conduct training courses for teachers of English to raise their awareness of the importance of activating Jigsaw strategy in teaching reading comprehension and communication skills.
- 6- It can provide an experimental model to show the effectiveness of a Jigsaw strategy to develop eleventh graders` English reading comprehension skills.
- 7- It gives teachers a new way to connect between reading skills and communication skills.
- 8- It gives chances for researchers to apply Jigsaw strategy to other language skills.

1.7 Definition of Terms

Impact:

Impact refers to the positive effect that the researcher hopes to achieve on the level of reading comprehension achievement as a result of using Jigsaw strategy. This is statistically measured by using Eta square.

Cooperative Learning:

Cooperative learning is a teaching strategy in which small groups of four or five students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of the group is responsible not only for learning what is taught but also for helping group mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. According to Dumas (2003), cooperative learning involves small heterogeneous teams, usually of four or five members working together towards a group task in which each member is individually accountable for part of the outcome.

Jigsaw strategy:

Jigsaw is a type of cooperative learning in which each member of a group has a piece of information needed to complete a group work. Therefore, it would be a significant strategy to cooperate the learners in the class with an intimate atmosphere (Astane& Berimani, 2014).

Reading comprehension skills:

El-Qader (2012) defines reading comprehension as the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and metacognitive strategies. In the current study, the researcher offered a checklist of reading comprehension skills for referees in schools and universities to determine the most important reading comprehension skills for eleventh graders, and five skills were ranked highly as follow:

- 1- Skimming for gist or general impression of text or graphics
- 2- Scanning for specific information from texts
- 3- Deducing meaning of unfamiliar words from context
- 4- Developing awareness about synonyms and antonyms
- 5- Inferring mood and author`s attitude or tone

Eleventh graders: are female students aged between (16-17) and study *English for Palestine 11* at the governmental schools in Rafah.

1.8 Limitations of the Study

The study was applied in accordance with these limitations:

1. The study was applied in Al-Quds Secondary School in Rafah.
2. The study took place in the first semester of the academic (2015 -2016).
3. The total population of the study was all the eleventh graders in Rafah schools (female students).
4. The sample of the study was seventy six students, forty students in the control group and thirty six students in experimental group.
5. The study was limited to learning reading comprehension skills from English language course book "English for Palestine" grade 11, through implementing the experiment.
6. The study was restricted to unit 2, 3, 4, 5 from the first book and unit 2 from reading plus.
7. The study was restricted to the used tools (The questionnaire , the achievement test and teacher guide).

Chapter II

Theoretical Framework

Introduction

This chapter is divided into two sections, the first section involves the literature review, which is divided into four parts. The first part is directly concerned with reading as a definition and reading in Islam. The second part tackles reading comprehension, in terms of definitions of reading comprehension, its importance, levels, process, strategies and skills of reading comprehension, the relationship between skills and strategies in reading comprehension, reading problems facing FEL learners, solutions of these problems and the relationship between reading comprehension and communication skills. The third part is related to the definition of communication skills, their importance, their types and some difficulties in teaching communication skills. The fourth part presents the nature of Jigsaw strategy, its benefits, its principles, its steps, teacher`s and student`s role, some difficulties faced during the experiment and using Jigsaw in teaching reading comprehension and communication skills.

The second section reviews previous studies on Jigsaw strategy reading comprehension skills and communication skills. Review of these studies entails brief details concerning their objectives, samples, tools, findings, conclusions and recommendations. Finally, the researcher`s comments on these previous studies is highlighted.

Chapter II

Literature Review

Chapter II:

2.1 Literature Review

2.1.1 Reading:

Reading is essential for creating a healthy mind and for building the capacity needed for a lifetime of learning. The ability to read is a key factor in living a healthy, happy, and productive life. Reading is considered as an additional tool of communication to listening and speaking. People who have no chance to talk with native speakers of the target language can have an access through reading to their literature, journals, and then understand much about their civilization. In this sense, reading is the window through which other cultures can be seen and more general or specific knowledge can be gained. (Kailani and Muqattash, 2008, p.85)

A most complex cognitive skill, reading is neither a mere decoding process that depends on identifying linguistic signs on the page (Eckert, 2008; Iser, 2000), nor is it a linear process (Goodman, 1996). It is an interaction between reader and text in a process of meaning making (Grabe, 1991), (As cited in Al-Mahrooqi, 2012).

2.1.1.1 Definitions of reading:

Although There are many definitions for the reading term, but they have the same meaning, Millrood (2001) described it as —a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience. Following the definitions, it can be understood that reading is a complex cognitive process which tends to make a written linguistic text comprehensible in order to communicate ideas and findings. Furthermore , Abu Shamla (2010, p.12) defines reading as “ the cognitive process of understanding a written linguistic message and a mental representation of the meaning”.

Willis (2009) defines reading as the behavioral product of the interaction of multiple structures in the brain through distributed networks. Evidence is mounting for networks that appear particularly metabolically active to visual and auditory responses, relational processing, long-term memory storage, and for executive function processing.

Nunan (1993) as cited in Khaghaninejad and et al. (2015) referred to reading as —a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He called this process as the 'bottom-up' view of reading which is gradually developed as the reader goes on reading.

Reading is further defined as a subtle and complex process that involves sensation, perception, and integration. It is the magic key to the world of enlightenment and enjoyment and is the basic tool for learning in all subject areas (Abu Youniss, 2013).

Burns, Griffin and Snow (1999) view that “Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity”.

Al Udaini (2011) indicates that reading is an interactive process in which the reader interacts with the text and employs his/her experience and knowledge to get meaning. Consequently, it can be concluded that reading is a basic, purposeful skill in which the teacher has to get students to encode the symbols and understand the meaning.

El Salhi (2013) defines reading as a complex cognitive process aiming at understanding a written linguistic text and sharing information and ideas. Reading is an active process. It is not a mere decoding of letters and words. Rather, when a student reads, he / she is engaged into processes of visual decoding, mental processing of what has been decoded, and relating it to one’s experience. It is an interactive skill in which the reader interacts with the text and employs their experience and previous knowledge to get the intended meaning.

Reading is a complex process. It involves interaction between reader and text characteristics, which work on each other to form meaning. Given such diverse factors as linguistic ability, cultural knowledge, attitude and motivation, reading in a second or foreign language is markedly more challenging than L1 reading (Al-Mahrooqi , 2012).

It is clear that the concept of reading as a cognitive process of understanding a written linguistic text is a means of language acquisition, of communication, and of sharing

information and ideas. Reading is an interaction between the words on the page and the knowledge in the reader's head.

2.1.1.2 Reading in Islam:

From the early days of Islam, reading has been given a special case as it was the first word in the verse which it revealed to Prophet Mohammed (peace be upon him) which is “*Read! In the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen*” [Al-Alaq : 1- 3]. Also, reading has been mentioned on different contexts in the Holy Quran as follows:

- The Bee [An-Nahl : 75] “and when thou recitest the Qur'an, seek refuge in Allah from Satan the outcast” .
- The Resurrection [Al-Qiyámah: 17-18] “Lo! Upon us (resteth) the putting together thereof and the reading thereof. And when we read it, follow thou the reading”.
- [Fatir : 29-30] ”Those who recite the Book of Allah, and establish the prayer”.

The holy Qur'an is a heavenly source that confirms the importance of reading. Reading the Qur'an means to understand the words and to practice what is being taught. Muslims are told that the ranking of Muslims in Paradise would be determined by the number of Qur'anic verses a Muslim has learned during his or her lifetime. Reading Quran has plenty of blessings, as Allah says “Those who recite the Book of Allah, and establish the prayer, and spend of that which We have bestowed on them secretly and openly, they look forward to imperishable gain, that He will pay them their wages and increase them of His grace. Lo! He is Forgiving, Responsive” . The second source that confirms the importance of reading is Al- sunnah, ` Prophet Mohamed (peace be upon him) encouraged Muslims to improve their reading in order to understand Islam and to develop their knowledge. So, when the small number of Madinah Muslims triumphed over the soldiers from Makkah in the battle at Badr, many of the enemy combatants were held as prisoners. Prophet Muhammad (Peace Be Upon Him) asked the prisoners to teach 10 Muslims to read and write in order to win their freedom.

2.1.1.3 Reading Comprehension

An important development in theories about reading comprehension occurred in the 1970s. Reading comprehension was seen not as a passive, receptive process but as an active one that engaged the reader (National Reading Panel, 2000).

Some reading educators assume that reading comprehension is related to readers' answering questions, retelling or summarizing what has been read. Others assume that reading comprehension is accomplished in the service of learning, understanding, remembering, responding, and making inferences. These two assumptions represent a fundamental difference among educators about the definition of reading comprehension (Anders, 2002).

2.1.1.4 What is Reading Comprehension?

Puskorius (2011) states that Comprehension in reading is the understanding that one acquires from text. It is the process in which meaning is constructed and is a main goal of reading instruction for students. According to Kustaryo (1988, as cited in Syatriana, 2011) reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also students' experience, and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing author, making judgment, and evaluating. Along the same line, reading comprehension is defined by Badr El Deen (2011, p.11) as the ability to communicate a text leading to an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and Meta cognitive strategies in order to make sense and to get the target message the author wants to convey. Moreover, Miller (2002, p.8) states "Reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning."

On the other hand, Salinger (2005, as cited in Abu Nejme, 2011) states that reading comprehension is not just understanding words, sentences, or even texts, but involves a

complex integration of the reader prior knowledge language proficiency and meta cognitive strategies.

Moreover, “Reading comprehension is the act of thinking and constructing meaning before, during and after reading by integrating the information presented by the author with the reader’s background knowledge”(Kirmizi, 2010). A common definition for teachers might be that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text (Pardo, 2004).

It is clear that prior knowledge, meaning and cognitive strategies are core words in the previously mentioned definitions. To sum up, simple comprehension of meaning of words is not sufficient to comprehend a text while reading. To achieve comprehension in reading, effective readers need to implement such practices as relating their background experience with the text, summarizing information, drawing conclusions, and posing questions at the text. Kirmizi (2010) confirms that Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood. Comprehension is the final goal of reading instruction.

2.1.1.5 Importance of comprehension:

Comprehension is the result of interaction between background knowledge of the reader and the text. “When learners comprehend, they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts. They negotiate multiple meanings not only in their heads but in the minds of others. When comprehending, learners strive to process text beyond word-level to get to the big picture. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text” (NSW Department of Education and Training Literacy Continuum, 2010, p.1).

Grellet (1981, p.8) asserts reading comprehension should not be separated from the other skills. It is important to link the different skills through the reading activities chosen:

- Reading and writing, for example, summarizing, mentioning what you have read in a letter, note- making.
- Reading and listening, such as, comparing an article and a news- bulletin , using recorded information to solve a written problem and matching opinions and text.
- Reading and speaking, for instance, discussions, debates and appreciation.

Reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions. Children who learn to read successfully master the three core elements. They are able to identify printed words using sound spelling connections and have a sight word repertoire. They are able to use previous knowledge, vocabulary ,and comprehension strategies to read for meaning. They read with fluency, that is they can identify words swiftly so that what is read is understood and reading itself is enjoyable (Snow, Burns, and Griffin, 1999).

2.1.1.6 Levels of reading comprehension:

Mohammed (1999) states that teachers need to be aware that there are actually three main levels or strands of comprehension as follows:

- The first level, literal comprehension, is the most obvious. Comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. According to Karlin (1971), "being able to read for literal meanings i.e. stated ideas is influenced by one's mastery of word meanings in context'.
- The second level is interpretive or referential comprehension. At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated

(literal comprehension). Interpretive or referential comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following:

- Re-arrange the ideas or topics discussed in the text.
 - Explain the author's purpose of writing the text.
 - Summarize the main idea when this is not explicitly stated in the text.
 - Select conclusions which can be deduced from the text they have read.
- Finally, the third level of comprehension is critical reading whereby ideas and information are evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:
 - The ability to differentiate between facts and opinions.
 - The ability to recognize persuasive statements .
 - The ability to judge the accuracy of the information given in the text.

Mohamed (1999) points out “Although comprehension takes place at several levels, mastery at any one level is not a prerequisite to comprehension at another level. Furthermore, the reading skills for each level or strand cut across ages; they are relevant to young readers in primary schools, secondary school students right up to students at tertiary level. EFL/ESL teachers also need to keep in mind that the three levels are not distinct. Dividing comprehension into literal, referential and critical strands is only intended as a guide for teachers when preparing reading assessments. Studies have shown that teachers tend to ask their students mainly literal comprehension questions. They need to be aware that there is more to reading than just the basic skills of reading and recalling information”.

2.1.1.7 Process of reading comprehension:

Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge,

strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, 2007).

Cognitive Processes

What is actually happening when we comprehend what we are reading? Irwin (1991, as cited in Klingner, et al., 2007) describes five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with meta cognition.

Johnson and Keier (2010, p.21), (as cited in El Salhi, 2013) assert that the reading processes are the same for all learners. They state that the reading process goes through the following steps:

- 1- Recognizing words and figuring out others
- 2- Predicting the meaning of certain vocabulary words by searching and gathering information from context, background knowledge, and other sources
- 3- Keeping a constant check to make sure what they are reading makes sense
- 4- Using fix-up strategies when they get confused
- 5- Activating prior knowledge and combining that information with the words of the author to derive meaning
- 6- Making connections to other books or prior knowledge
- 7- Attending to punctuation
- 8- Grouping words into phrases
- 9- Visualizing or questioning what they are reading
- 10- Inferring the meaning of a word or a phrase, or inferring what the author meant in a particular section
- 11- Thinking about what they know about the structure of this text

12- Critiquing and evaluating – deciding whether they like or dislike the text, agree or disagree with the information, would recommend it to others

Iwai (2010) describes that readers make up for their insufficient understanding of the messages by using “bottom-up” and “top-down” approaches according to (Stanovich, 1980). Firstly, bottom-up approaches are processes where readers focus on letters, sounds, syllables, words, phrases, sentences, and paragraphs. The process of constructing the meaning begins with the written words. In other words, readers with this approach begin by focusing on smaller parts of the texts. Often, they do not get the whole meaning of the text.

On the other hand, top-down approaches are the opposite of bottom-up approaches. Rather than focusing on individual words or analyzing how each word is structured, readers emphasize the whole text passage and look for key information by activating prior knowledge and compensating for meanings of unknown vocabulary. Comprehension involves the ability to understand the intended messages of a text. Reading comprehension is based on using the appropriate meaning-making processes from the printed messages.

“Reading comprehension involves the passage, the reader, and the context. Readers construct meanings with various approaches, such as using background knowledge, analyzing words, inferring the text, and identifying key vocabulary or information” Iwai (2010).

2.1.1.8 Reading comprehension Strategies

Comprehension strategies are specific procedures that guide students to become aware of how well they are comprehending as they attempt to read and write. Instruction in comprehension strategies is carried out by a classroom teacher who demonstrates, models, or guides the readers on their acquisition and use (National Reading Panel, 2000). A reading strategy is defined as “a systematic plan consciously adopted and monitored to improve one’s performance in learning” (Kirizmi, 2010).

Carrell (1998) states that reading strategies--which are related to other cognitive strategies enhancing attention, memory, communication and learning--allow readers to elaborate, organize, and evaluate information derived from text. Because strategies are controllable by readers, they are personal cognitive tools that can be used selectively and flexibly. And, reading strategy use reflects both meta cognition and motivation, because readers need to have both the knowledge and the disposition to use strategies. Furthermore, Alder (2001) states that comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

2.1.1.9 Reading strategies have been divided into several different types:

As cited in Chen (2015, p.158), Goodman (1970) and Genc (2009, p.411) divide reading strategies into two types of processing: bottom-up and top-down. Bottom-up strategies involve recognizing a multiplicity of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers, and applying linguistic data-processing mechanisms to impose order on these signals. Top-down strategies involve drawing on one's own intelligence and experience to understand a text through a puzzle-solving process, or inferring meaning to decide what to retain and what not to retain. But Duke and Pearson (2002) propose six reading strategies: prediction or prior knowledge, using think-aloud strategies to monitor comprehension, using text structures, using visual models including graphic organizers and imagery, summarizing, and questioning and answering questions while reading. "Reading comprehension involves the passage, the reader, and the context. Readers construct meanings with various approaches, such as using background knowledge, analyzing words, inferring the text, and identifying key vocabulary or information" Iwai (2010).

According to Oxford (1990, as cited in Khaghaninejad, et al., 2015), there are six main categories of strategies as follows.

- 1- **Cognitive Strategies** are mental processes which are utilized by learners to transform or manipulate the language. They can be in the form of note taking,

paraphrasing, predicting, using context clues, summarizing, analyzing and formal practice with the specific aspects of L2 as sounds and sentence structure.

- 2- **Memory Strategies** are techniques which help learners recollect and retrieve information from their long-term memory. This strategy includes creation of mental images through grouping and association, using key words and word association, semantic mapping, and putting new words into a context.
- 3- **Compensation Strategies** are processes taken to handle a situation such as inference, guessing, and using reference materials including dictionaries or the internet. Cognitive strategies directly interact with what is to be learned and is more related to a particular task and learning objective.
- 4- **Meta-cognitive Strategies** are skills through which learners plan, arrange and evaluate their learning process. Attention, self-evaluation, organization, goal setting, practice opportunity seeking and self-monitoring are the various types of meta-cognitive strategies.
- 5- **Affective Strategies** are strategies which aid learners through their language learning in the application of affective strategies such as self-encouraging and decreasing anxiety during learning.
- 6- **Social Strategies** are techniques in which learners involve themselves and their learning with other people and peers. Cooperation, questioning, asking for correction and feedback are types of social strategies optimizing learners both learning and comprehension the same as other strategies mentioned above.

In the Chen (2015) study, reading strategies are further divided into metacognitive and cognitive strategies. In the aspect of metacognitive strategies, El-Kaomy in (2004) divides metacognitive strategies into three categories: “planning,” in which learners have a reading purpose in mind and read the text according to this purpose; “self-monitoring,” in which learners regulate the reading process and use the appropriate strategy at the right time; and “self-evaluation,” or the reform phase of the reading process, in which the reader changes strategies if necessary to control whether the purpose is reached or not, or rereads the text.

According to Bhlool (2013, p.84), the most common reading strategies are SQ3R, SQ4R and PQ4R strategies which refer to particular advised steps to be taken during reading.

Firstly: SQ3R method, also called a reading study system, includes Survey, Question, and three times 'R': Read, Recite, Review.

Secondly: SQ4R strategy, like the previous method, the reader should first briefly survey the text for the same purposes as described above. SQ4R strategy contains, however, one 'R' more, namely writing. At this stage, the reader should write answers to all the questions he has made up. The answers, however, ought to be stated in the reader's own words, which excludes mindless rewriting of sentences from the text. The learner can, thus, see that he has comprehended the text if he is able to meaningfully rephrase what is written in the text. The remaining two 'R's are Recite and Review which correspond to the ones from SQ3R strategy.

Thirdly :PQ4R strategy

1. Preview: Look through the pages of your reading passage and read the headings of the chapter and any sections dividing the chapter. Read the first and last paragraph in each section. View the illustrations in each section. Read the captions under the pictures and take a few minutes to look at charts, graphs, or maps.

2. Question: Think about the information you learned in the Preview. Ask yourself questions about it. Think about what you already know about ideas you saw during your Preview. What do you think main points that will be raised in the chapter are? What do you expect to learn from reading this material?

3. Read: Read the passage. If there are ideas that seem important, make a note of them on paper. If the book belongs to you, consider making notes in the margins and highlight important parts in the book. If you just can not imagine writing in your book, make notes on paper.

4. Reflect: Take time to reflect on what you have read. How are the passages or chapters inter-related? How does the information fit into things you have already learned? What new information did you learn? Did the passage include the information you expected to cover? Was there information that surprised you?

5. Recite: Think about the material. Discuss it with someone else or write down the main points you learned. Generally, writing information down by hand will improve memory of the material. If writing is a problem for you, consider brief notes or discuss the material with other students. It is important to summarize the material in writing using your own words. Explain it aloud to someone else or recite your notes aloud to yourself. Consider using a graphic organizer to increase your understanding of how concepts in the reading relate to each other.

6. Review: Consider the main points of the material. Were your questions answered? Do you feel that the writer's points are fully understood?

2.1.1.10 Reading comprehension skills used in the present study:

- Skimming

Determining the main idea may be one of the most valuable strategies a 21st-century reader can develop. Sorting out what is important in the deluge of information is key to making sense and using information to generate knowledge. This is a complex process. Main ideas are always dependent on the purpose for reading and the judgment of the reader. Educators should give students the opportunity to engage with the same texts for different purposes. It is not easy for proficient adult readers to sift through the daily barrage of data to determine what is important; for children it can be truly daunting (Moreillon, 2007).

Main ideas are always dependent on the purpose of a reading. Main ideas can be determined at the whole text, chapter, page, passage, paragraph, or sentence (word) level. A considerate text is one that provides support or scaffolds readers' access to the important parts; inconsiderate texts do not.

As we teach determining the main ideas, educators model, then invite readers to make judgments about which ideas are most important and which are less important. Main ideas are the foundation on which the details rest. Moreover, Bielby (1999, p.155) confirms that "skimming is the process of flipping through the pages fairly fast," trying to determine the sort of places where the reader might find what he/she is looking for, or looking at the topic sentence as it very often tells the main idea of the paragraph or text.

- **Scanning**

Kailani and Muqattash (1995, p. 93) stated “ scanning means looking through a text for a specific item of information such as a date, a number or a place”.

According to Harmer (1991: 183), "scanning is the ability of students to read a text for particular bits of information they are searching for." Scanning can help the reader locate particular bits of information very quickly. Trying to find a service and a telephone number is an example of scanning.

- **Synonym and antonym skill**

Nagy (1988) concludes that vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean. The obviousness of the need and the strong relationship between vocabulary and comprehension invite an overly simplistic response: if we simply teach students more words, they will understand text better.

- **Deducing meaning from context skill**

Knowing the meanings of words in a written context is considered as one of the comprehension skills. By this skill, readers know that words may have more than one meaning and may have many functions, so the listener can adapt the suitable meaning according to the context.

- **Writer`s tone skill**

Tone is the author's attitude toward a subject. The tone can be identified by looking at word choices and phrases. The author's tone is closely associated with the writer's purpose. The writer will use a certain voice to convey the main idea and purpose of a passage. That voice often reveals the author's attitude toward the subject .To better understand a passage, a reader should identify the author's attitude, or tone. Evaluating tone gives readers a better understanding of the author’s argument and purpose for writing.

2.1.1.11 The relationship between reading strategies and reading skills

Duffy (1993) argues that strategies are not skills that can be taught by drill; they are plans for constructing meaning. Furthermore, Afflerbach, et al. (2008) confirms that the terms *skills* and *strategies* are part of the vocabulary used by teachers to describe what they teach and what children learn. Sometimes *skills* and *strategies* are used as synonyms, and sometimes they are used to describe complementary relations (e.g., strategies support skills) or a notion of developmental progressions (e.g., first the phonics skills and then the comprehension strategies). The distinction between reading skill and strategy is important for understanding how readers learn new skills, how they repair difficulties while reading, and how they teach others to read.

According to Longman dictionary skill is an acquired ability to perform well; proficiency. Note: The term often refers to finely coordinated, complex motor acts that are the result of perceptual motor learning, such as handwriting, golf, or pottery. However, skill is also used to refer to parts of acts that are primarily intellectual, as those involved in comprehension or thinking, whereas, strategy in education is a systematic plan consciously adapted and monitored, to improve one's performance in learning.

“Reading strategies are the conscious systematic mental processes used by a good reader to understand a text. They are represented in cognitive and metacognitive processes including decoding, skimming, scanning, clarifying meaning of words, summarizing, and drawing inferences. In contrast, skills are subconscious automatic processes employed by a good reader to understand texts” (El-Deen, 2009, p.15).

Manoli and Papadopoulou (2012) point out that reading strategies and reading skills are two faces to the same coin, that is two sides of any reading process or task, since skills are strategies that have become automatic through practice whereas strategies 'are skills under consideration'. Strategies are deliberate actions, plans consciously deployed by learners in order to cope with comprehension difficulties, whereas skills are automatic behaviors. In fact, what differentiates strategies from skills is intentionality.

The process of contextual guessing can be regarded as a strategy when it is consciously selected by the reader in his effort to solve a comprehension problem and guess the meaning of an unknown word based on context in a more challenging text, and as a skill, when it is used almost automatically and effortlessly in a relatively easy text. Therefore, strategies can become automatic through practice and repetition.

2.1.1.12 Reading problems facing EFL learners:

The researcher believes that there are many problems facing and preventing students from achieving comprehension. Arab EFL students in particular have been found to experience great difficulty with reading. This stems from such factors as the absence of a reading culture, low English proficiency, a paucity of vocabulary, lack or ineffective use of reading strategies, and poor teaching all of which interact and contribute to Arab student' weak reading skills (Al-Mahrooqi, 2012).

According to Mourtaga (2008, p. 1), these problems can be categorized as follows:

- Problems related to the misunderstanding of the reading process
- Problems related to insufficient linguistic competence in general and use of English
- Problems related to the differences between Arabic and English
- Problems related to the English spelling/sound system

Iwai (2010) classifies the challenges that face English language learners in learning reading comprehension into three types. Firstly, culturally different schemata. Schemata, background knowledge, consist of “generalized information abstracted from a variety of instances” and show “the relationships among their component elements” (Koda, 2007 as cited in Iwai, 2010). Previous research shows that having rich schemata on a subject matter is related to better reading comprehension (Hudson, 2007 as cited in Iwai,2010). Due to cultural differences, English language learners may have a hard time in understanding the content of a message that is not culturally familiar to them. Text structures also differ from language to language. Secondly, limited vocabulary knowledge. Another challenging issue English language learners are struggling with is their insufficient English vocabulary knowledge. Having rich vocabulary knowledge is

another key element to better reading comprehension. The learners need to develop their English vocabulary capacity in depth and width. Certain words in the English language can have more than one meaning and confuse English-language learners because they do not consider the meaning of the word in the contexts. Thirdly, use of the First Language .

2.1.1.13 Solutions of those problems:

Mourtaga (2008: 10-12) proposes some promising and productive solutions, such as:

- Increasing students' motivation and interests
- Exposing students to English as much as possible
- Giving students chances to use English as much as possible
- Following the extensive approach to reading
- Letting students practice much writing and reading. For example, students can be asked to summarize a certain paragraph after reading
- Activating students' schemata
- Lowering students' anxiety
- Integrating reading with other language skills
- Creating a purpose for reading using task-based and problem-solving activities
- Using minimal and sentence pairs. For instance, 'pad' and 'bad', and 'I bought a new van because my car is small' and 'I bought a fan because it is hot'

2.1.2 Communication Skills

Man who is a social being has been in interaction with the environment for centuries. He tried to satisfy his needs to convey his emotions, thoughts, dreams and hopes through talking and writing and wanted them to be understood by reading and listening. People are in communication with each other at home, work, school and in many areas of their lives. And depending on the need for this co-sharing, the fact which is called communication emerged.

Check (2013) defines communication as a complicated transactional process that results in shared meaning between the teacher and the learner. It is a dynamic process of sending and receiving message while competing against numerous distractions. These distractions range from animate to inanimate objects and can be in any of five perceptual forms. The most

common distractions are either visual or auditory – constant movement of students or excessive noise level. Communication skills are defined as the exchange of thoughts, views and ideas with the intention of conveying information. Communication is a two way street that includes vocalization as well as gesticulation. The purpose of communication is to convey one's beliefs, ideas, thoughts or needs with clarity so as to reach a consensus or a mutually acceptable solution(Narayanrao, 2012). Moreover, communication is defined as the ability to communicate with others. With human beings, it of course consists of speaking, writing and gestures. People have many different languages all over the world. In any language, the communication skills are the same, these are words. In addition, as cited in Tutkun(2015) "Communication (Nural 2006) can be defined as the “process of sharing emotions or opinions between two or more persons and rendering their meanings common.” Cagdas (2006) points out that not all conversation among people can be defined as communication." To sum up, communication is being defined as a process of sharing knowledge, skills, feelings, thoughts, attitudes, and behaviors or making the meanings common. So, communication is about more than just exchanging information. It is about understanding the emotion and intentions behind the information.

Communication is the art and science of conveying messages completely from one human being to another. Wherever there is human contact, there is communication – be it talking, arguing, exchanging ideas, voicing opinions, disagreeing, chatting or listening (Okasha, 2010).

The goal of communication is to share and cooperate meaning among the communicating individuals. The process of communication in the classroom in the school environment occurs as teacher-student communication or student-student communication. A teacher shares his/his emotions and thoughts with the students in order to create a behavioral change and performs face to face interpersonal communication while contacting students and exchanging information with them (Eratay,2011).

2.1.2.1 Communication in the classroom

Communication has a significant place in education and training, as in all aspects of life. Education is also a communication activity. The efficiency of this activity mainly depends on the quality of communication between instructors and students (Bolat,1996). Having good

communication skills is one of the main professional criteria to be influential in teaching, which is a profession of communication. Since an individual requires acquiring appropriate listening and speaking habits in order to express him in a better way and to understand another person better (Gulec & Temel, 2015).

Saka and Surmeli (2010) believe that teachers who have effective communication skills can make positive relationships with students and create effective impression in the teaching process .

According to Karakoyun and Yurdakul (2013), the educational setting is one of the environments that especially require individuals with effective communication skills. For healthy education, there should be effective communication established among the students. The education process is directly influenced by effective development of communication. Establishing effective communication in a class environment depends on the teacher's ability to teach a subject effectively and to establish healthy communication with the students. In order to establish effective communication in the educational process, teachers are supposed to have a sense of democracy and thus to create a democratic atmosphere in class and are also expected to ensure effective participation of all parties in the educational environment.

Teachers will be able to establish closer relationships and more effective communication with their students when they know their students better and take them seriously. Teachers should have unprejudiced and understanding attitudes towards their students.

2.1.2.2 Types of communication skills

Gulec and Temel (2015) conclude that the communication of teachers with students has an important place in increasing the quality of teaching and learning and in improving the attitudes of students since learning process is generally an interaction process. In this process, teachers should utilize not only verbal language but also nonverbal language. Teachers are required to use and utilize these two languages effectively in order to complete the educational process efficiently. Non-verbal communication is a reaction form in which people demonstrate certain body movements in the situations in which they cannot verbally express themselves against various internal and external stimuli. Body language demonstrates various manners of individuals such as gestures and facial expressions, clothing, postures,

voices and intonations, and we observe that these behaviors provide messages about several aspects such as the moods and attitudes of these persons at that moment. Our body language provides clues about ourselves and our inner world. When we thoroughly learn how to use body language, it can be possible to communicate efficiently and properly with individuals and our environment. Whereas verbal communication is generally utilized in transferring information, non-verbal communication is used in order to express our emotions.

2.1.2.3 Elements of communication skills:

Communication is a two-way process that results in a shared meaning or common understanding between the sender and the receiver. The basic communication model consists of five elements of communication: the sender, the receiver, the message, the channel and feedback. The purpose of communication is to send and receive messages with the others clearly and unambiguously. Listening carefully and with interest to the other person's words and observe her/his behaviors is the essence of communication (Serkan, 2014).

Effective communication combines a set of skills including nonverbal communication, engaged listening, managing stress in the moment, the ability to communicate assertively, and the capacity to recognize and understand your own emotions and those of the person you're communicating with. (Robinson, et al., 2016).

"There are several elements of oral communication of which one needs to be aware in order to learn how to use them. Apart from the language used for communication, there are several other elements which the speaker should learn to communicate effectively. The skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc.

2.1.2.4 Importance of communication skills:

Communication is a dynamic, interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that

communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change (Rahman, 2010).

According to Serkan (2014) effective communication skills play a facilitating role in the human relations. While having a healthy communication ensures it to be meaningful and satisfying and coping with the issues met during the life, and any situation where there is not a healthy communication, brings the feeling of not being able to meet our own needs and along with it, the feeling of loneliness. It is considered that all of the communication that people establish with others, have effects on their mental health. People must believe that the others listen to them well in order to easily establish communication with each other.

Below is the main summary that Hall (1999: 15-50, as cited in Alhabbash, 2012, p. 23) gives related to communication goal area. "Communication is at the heart of all social life. It is in our communication with others that we develop, articulate, and manage our individual identities, our interpersonal relationships, and our memberships in our communities." (Hall, 1999, p. 16). Our communicative activities are organized around particular goals that are socio culturally defined in addition to being fundamentally pragmatic. Within communication goals there are three macro domains that frame the purposes for learning to communicate in another language:

1. The interpersonal domain makes the communicative activities accomplished through direct interaction with others, leading at the end to create and maintain interpersonal relationships or to accomplish particular task.
2. The interpretive domain is concerned with activities that involve understanding spoken and written texts for the purposes of developing new meanings, new ideas, new feeling, and new experiences.
3. The presentational domain shapes the communicative activities primarily purposing to present or express ideas, information, feelings, and experiences through both the spoken and written word. These three domains require the development of communicative competence to give effective participation in any of the activities.

2.1.2.5 Some difficulties of teaching communication skills:

There are some obstacles that could face communication at every stage of the communication process (which consists of sender, message, channel, receiver, feedback and context and so creating misunderstanding and confusion).

As cited in Abu Alyan (2013), House (2003) maintains that scholars studied oral communication problems employing two different approaches: the linguistic approach and the interactional approach. On the one hand, the linguistic approach comprises language-based problems, in which the linguistic differences play a key role. The interactional approach, on the other hand, refers essentially to the social factors such as socio-cultural differences (as cited in Jamshidnejad, 2010). Communicating in a foreign language can be a highly complex multi-faceted skill (Khan, 2010).

2.1.2.6 The relationship between Reading and Communication skills

Reading is considered as a thinking, linguistic, and cultural process that is interrelated with and supportive of the other communicative skills, namely, listening, speaking and writing (Hittleman, 1992).

Swaffer (1985) argues for the inclusion of more reading activities in the communicative curriculum to give students the chance to use their cognitive skills. This can be maintained when using authentic materials which demand cognitive activities that involve analysis and interaction between the reader and the text. Lee (1988) points out that reading comprehension provides the basis for the interactive conversation and oral activity in foreign language curriculum.

Reading will help learners to develop their ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills (Mart, 2012).

One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in

successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. Students who read a lot are more likely to speak well. Students through reading develop both fluency and accuracy of expression in their speaking.

2.1.3 Jigsaw strategy

Cooperation is an important feature in Islam, which urges individuals to cooperate together to do the right deeds. Allah said: (Help ye one another in righteousness and piety, but help ye not one another in sin and rancour: fear Allah. for Allah is strict in punishment) (Al-Maeda Chapter: 2). Prophet Muhammad (Peace Be Upon Him) applied the cooperation with his companions in building the Masjed, digging the trench and others. Ibn Khaldun says in his Introduction: "Man is civilized by nature"; it is not imagined {the man} to be isolated from others since he needs to deal and cooperate with them (Al-Salkhi, 2015, p. 111).

According to Dumas (2003), cooperative learning involves small heterogeneous teams, usually of four or five members working together towards a group task in which each member is individually accountable for part of the outcome.

Cooperative learning can be defined as a learning approach where students join small mixed groups to achieve a common goal by assisting each other's learning, actively participate in learning activities, and increase their communication, self-confidence, critical thinking, and problem-solving skills (Katranci and Şengul, 2013).

There are many strategies based on co-operative learning that can be applied to help students learn effectively and more quickly in language teaching and learning. Cooperative learning is based on the method of instruction that involves students working together in small groups to achieve a specific joint goal. One of those strategies is Jigsaw, which is one of the cooperative learning techniques where students can work in small groups being responsible for each other's learning and express themselves. Jigsaw strategy was developed by Elliot Aronson in 1971 with his students from Texas University and California University. Jigsaw co-operative teaching is one

that places much emphasis on providing students the opportunity to actually help each other build comprehension.

This strategy assigns students to small groups composed of varying skill levels. Each group member is responsible for becoming an “Expert” on one section of the assigned materials and then teaching it to the other members of the team.

2.1.3.1 Nature of Jigsaw strategy:

Like the Jigsaw puzzle, each piece (student part) is essential for the completion and full understanding of the final product. Each group member becomes an expert on a different concept or procedure and teaches it to the group. Therefore, each student is essential for the understanding of the whole concept been taught. Students grow in high confidence in performing challenging and engaging task in their expert groups with enthusiasm since they know they are the only ones with that piece of information when they move to their respective groups (Juweto, 2015).

According to Johnson (1991, as cited in Miaz, 2015, p. 2) the Jigsaw Cooperative Learning is small group learning activities, students learn and work together both individually and in groups. In the jigsaw cooperative learning model, there are groups of origin and expert groups. The origin group consists of a group of students holding students by ability, origin, and family backgrounds are diverse. The origin group is a combination of several experts. Expert groups consist of members of different origins assigned to study and explore specific topics and complete the tasks related to the topic and then explain to the members of the original group. The members of a group of different origins meet with the same topic in the group of experts to discuss the material that is assigned to each member of the group and help each other to learn about their topic. When the discussion is finished, the members of the group then return to the origin group and teach their friends` group what they have earned during the meeting in the experts group. Furthermore, at the end of the lesson, students are given an individual quiz that covers the topics that were discussed.

2.1.3.2 Benefits of the Jigsaw strategy:

According to Mengduo and Xiaoling (2010, p. 122), “The jigsaw classroom reduces students’ reluctance and anxiety to participate in the classroom activities, while increasing self-esteem and self-confidence”. The jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the classroom. Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on their own. Finally, since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student’s own understanding of a concept as well as reveals any misunderstandings.

Efe and Efe (2011) analyzed how students assigned as group leaders in the jigsaw helped motivate the rest of the group. Results suggested that when given the title of “group leader”, students worked to motivate other students to complete their work.

Using jigsaw technique benefits for its being cooperative. One of the primary advantages of the Jigsaw Method and most other cooperative learning strategies is that they tend to eliminate competition in the classroom and increase the cooperation among the students (Astane and Berimani, 2014).

Marhamah and Mulyadi (2013, p.711) confirm that the Jigsaw method provides a way to help students become active in classroom activities and/or lessons. When students are anxious or sometimes even afraid to contribute, they are going to miss information that is needed to fully understand the material. The jigsaw allows students to work with one another and develop a sense of being needed. By involving in the activities, the students focus on listening, speaking, co-operation, reflection, and problem-solving skills. Saker (2015, p.40) states that when students are needed by their peers, they are more likely to do the work and contribute to the group, and when they do the work, they are less anxious to become involved in future activities. It can also be used early in the school year to help students get to know one another, as it is useful for social skill development as well. Adhami and Marzban (2014) also found that the jigsaw task is the most

effective and interesting way that can be used and applied to teach reading ability in high school.

In addition to helping students learn new material, the jigsaw helps build social skills. Anderson and Palmer (2001) reported that the jigsaw approach is backed by research showing it to motivate students to work together, share ideas, pursue common goals, and develop self-esteem. “Jigsaw co-operation teaching-learning strategy is a teaching and learning strategy that promotes motivation in learning and positive attitudes, develops interpersonal skills and increases student’s achievement” (*Juweto, 2015*).

Students take ownership in the work and achievement. It is like in a jigsaw puzzle every piece has own color. In jigsaw the students are claimed to be responsible for their own task and they should be able to explain what they have read to the others to organize a complete task.

Students are held accountable among their peers. After the students do their task (read) and comprehend it, they should go back to their jigsaw group as a responsible expert and exchange the knowledge gotten among them.

2.1.3.3 Five Principles for Jigsaw Strategy:

Mengduo and Xiaoling(2010, p. 115) state that studies showed that it was only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Johnson, Johnson and Holubec (1993) put forward five principles for jigsaw strategy:

a. Positive interdependence

Each group member’s efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.

b. Face-to-face promoted interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

c. Individual and group accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain the rationale underlying the group answers, and monitor students to teach what they have learned to the others.

d. Interpersonal skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on.

e. Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change.

In conclusion, Jigsaw is a remarkably efficient way to learn the material. However, even more important, the Jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. It combines several important aspects of collaborative learning, including listening, oral reading, reading comprehension, writing and oral presentation. Its purpose was to find an effective way to promote student participation as well as a useful technique to focus

on language learners in the EFL classroom where students can experience success, which in turn can contribute to positive motivation and lead to still greater success.

2.1.3.4 Steps of Jigsaw strategy:

As prescribed by Afaneh and Al-Jeish (2007/2015), this strategy includes the following steps:

1- Strategy inputs:

This step includes the following:

- Identifying the goals that the teacher wants to achieve through the process of teaching by using this strategy
- Preparing and assembling the materials and the tools needed to learn the subject of the lesson from references, books, articles, videos, forms, graphics, cut-outs and others
- Preparing expert reports to be a guide for learners who are learning them and then teach them to others
- Splitting the learners into teams or heterogeneous groups according to their capacities and talents
- Preparing an evaluation tool such as a test in the light of the objectives of each lesson

2- Implementation of the strategy:

Implementation of the strategy includes the following steps:

A) Compiling information:

This step includes the following:

- Formation of small groups of experts which have the same number as the number of groups
- The distribution of content or topics into parts divided for each individual in one group

- Consideration of each individual in the group as an expert in the part that he is going to teach
- Outsourcing the materials, devices and equipment to understand the content topics

B) Interviewing the experts:

This step includes the following:

- The experts who took the same part meet together to discuss and clarify the mysterious elements in the content
- Comparing the notes collected in the light of the views of members of the groups which experts came from in order to purify them from a misconception of their colleagues in the different groups

C) Reports of the group or team:

This step includes the following:

- After interviewing the experts who have learnt the same part, the expert learner prepares a report on the subject and considers it as a summary which helps him later in explanation and teaching
- The expert learner returns to his expert group to teach the subtopic belonging to him to the members of his group

D) Assessment and evaluation:

This step includes the following:

- Modifying and correcting the work of the groups, guiding them, directing them and developing concepts
- Following-up the activity of the learner and observing to what extent the learner is integrated into the group
- Increasing the effectiveness of the work of learners and groups through reinforcement and feedback.

3- Strategy outputs:

This step involves the following:

A) Assessment of the group:

Includes the following:

- Determining the extent of groups` work progress and their performing the tasks assigned to them
- Identifying the level of participation and interaction of learners in teamwork
- Determining the extent of the progress of the expert learner within the expert groups and in his own home group

B) Assessment of learners' understanding of the content:

This step includes the following:

- Applying a test on the learners to measure the progress of each learner in its own part of the topic

2.1.3.5 Teacher`s role in the Jigsaw:

The teacher is not only the source but also acts as a facilitator, mediator and manager of instruction (Miaz, 2015, p.3). “The primary role of the teacher is to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor group work and assist students in working with the material. The teacher needs to float from group to group in order to observe the process” (Mengduo and Xiaoling, 2010).

As cited in (TABASSUM, 2015) Role of teacher in jigsaw class, Aronson (2000-2008) explains that the teacher`s primary role in jigsaw classroom is to choose learning material, break up the material according to the number of students, structure the groups, explain the responsibilities of group members, provide an environment conducive for this type of work, monitor group work, and assist students in

summarizing, synthesizing, and integrating material. It is also important that the teacher model and explain effectively the jigsaw before involving students in this type of teaching strategy (Smith, 2001).

2.1.3.6 Student`s role in the Jigsaw:

The student is the focus of the teaching process and his role in this strategy is positive and effective where he is trying to look for information, to resolve issues, to activate previous experiences and to link them to experiences and new situations. In this strategy, the student is considered as a permanent researcher, unlike his role in the traditional teaching methods, which is limited to receiving information and memorizing it without trying to search for information and linking it to other situations(Saker, 2015).

Students are active participants in the learning process. In jigsaw technique each student participates and becomes an essential part in classroom because they should be responsible for doing their task. Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in a large-group discussion.

Some difficulties faced during the experiment:

Many researchers demonstrate numerous advantages of Jigsaw technique; this does not mean that implementing Jigsaw is problem free. The problems are considered as disadvantages for carrying out the technique. The first problem of the Jigsaw classroom is noisy. The students are scattered around the room. Everybody is talking at the same time.

The second problem is Time management and formation of groups were the basic constrains faced by the teacher in the beginning. Students were also in trouble in understanding the process. However, at the end they were ready to use this activity in other subjects also.

As Tabassum (2015) concluded that the last problem is On the part of teacher, lesson plan was a difficult and an industrious activity. The same was pointed out by (Maftie, 2011) in jigsaw group activities, time budget of the class is affected by communicating

the individual or group workload, formation of groups, distribution of teaching aids, and work sheets. Lesson preparation for the group activity demands more energy from teacher to prepare a well-devised strategy.

According to A.M. Norintan (2008) as cited in Astane and Berimani (2014) in his empirical study, Jigsaw technique was found not effective enough because some students felt that they had doubted whether they had received valid information from their peers, and whether the received information was sufficient for them to answer the questions during examinations, then because the teacher is just a facilitator in the class and because of class time limitation, teacher should not spend valuable time re-teaching prerequisite content, but the benefits of the strategy are much more than its shortages . This strategy is known as one appropriate strategy for teaching and learning.

Jigsaw strategy in teaching reading comprehension and communication skills:

In this study, Jigsaw technique was used to teach English reading and improve communication skills among students. Although there are many techniques in teaching and learning English, the researcher chose Jigsaw technique to improve the students' reading skill because the Jigsaw technique could help students to communicate with one another if they had problems in reading the text. Therefore, the application of using reading text usually has problems. For example: difficult words, comprehension of sentences, how to read the word or sentence correctly.

From those problems, when the English teaching-learning process uses Jigsaw technique, the students can be helped by others so the students who get the problems can comprehend the reading text favorably. Jigsaw technique can be a way for students to communicate their problems when they acquire a reading text.

2.1.3.7 The Stages Of Teaching Reading Using Jigsaw Technique

There are seven steps of teaching reading using jigsaw technique:

- a. The teacher divides the students into six groups, each consisting of 6 students and gives a number to each student.
- b. Each group is given a different text or a different part of the text.

- c. The students read and discuss the text and find some information in the text in their group.
- d. After each student comprehended the text, students who have same number make a new group.
- e. The students teach each other in their new group as an expert.
- f. After the students got the complete information from their peers, the teacher gives an assessment to them individually.
- g. Teacher make a conclusion about the material.

2.2 Previous Studies

This section includes three domains of previous studies. The first one deals with studies related to Jigsaw strategy in teaching and learning English language and other school subjects. The second domain deals with studies related to teaching reading comprehension skills. The third domain deals with studies related to teaching communication skills.

2.2.1 Studies Related to Using Jigsaw Strategy:

Due to the importance of cooperative learning strategies in general and Jigsaw strategy in particular, a number of studies have been conducted. These studies aimed at investigating the effect of Jigsaw strategy on the students' achievement, thinking, reading, motivation, etc. in different study materials and various study stages. This domain is divided into two sections. Firstly, studies related to using Jigsaw strategy in teaching /learning English language skills. Secondly, studies related to using Jigsaw strategy in teaching /learning other materials.

2.2.1.1 Studies related to using Jigsaw strategy in teaching /learning English language skills

- Saker (2015)

This study aimed to investigate the effectiveness of using Jigsaw Strategy on Palestinian tenth graders' English grammar learning. The researcher adopted the experimental approach and employed a sample of (72) EFL male learners studying at Beit Lahia

Basic School "A" for Boys in the Gaza Strip. The researcher chose two classes of four ones which he was teaching: one class was as an experimental group consisting of (36) students and the second one was as a control group consisting of (36) students, in the second term of the school year (2013-2014). The researcher used an achievement test of four domains with (32) items designed and validated to be used as a pre and post test. The collected data were analyzed and treated statistically through the use of SPSS, T-test and Mann Whitney test to identify the direction of the effectiveness. Furthermore, the effect size equation was used to measure the effect size of jigsaw strategy on the experimental group in each domain of the test. The findings of the study revealed that there were significant differences in learning English grammar between both groups: the experimental and the control ones, in favor of the experimental group , and this is due to using the jigsaw strategy.

- **Lia, Ch and et al. (2015)**

The aim of this study was to determine the effectiveness of a Jigsaw- based cooperative approach with regard to improving vocational high school students` report writing ability and report quality. To ensure the effectiveness of a Jigsaw- based cooperative approach, 39 participants aged 16-17 completed the learning activity used in this study. A total of 39 students were divided into 13 groups. The researchers used pre and post-test, to evaluate the reports. Three teachers with over 5 years` teaching experience in a vocational school collaboratively defined the rubrics for evaluating the report. Both pre and post- test assessed knowledge of the American Psychological Association Publication Manual. The agreement on report quality of the three teachers was evaluated using Kappa statistics. It was found that a Jigsaw- based cooperative approach could improve the report writing ability of vocational high school students.

- **Astane and Berimani (2014)**

This study aimed at finding the effectiveness of two techniques for teaching English vocabulary to Iranian EFL learners: A jigsaw procedure as an innovative cooperative technique and concept-mapping procedure as a technique that elicited the schemata. Forty-four students were chosen from Mojtama Fanni Tehran and College institutes located in Babol through convenience sampling. The Jigsaw group consisted of Twenty-

two low-intermediate participants in Mojtaba Fanni Tehran. The concept-mapping group was taught vocabulary through concept-mapping technique in College institute. They were two independent experimental groups who were at low-intermediate level of proficiency. Then, they were homogenized by Oxford Proficiency Test. To evaluate the effect of each technique distinctively, both groups were given the same items as a pretest and posttest. The results revealed that both techniques were effective in learning vocabulary items.

- **Huang, et al. (2014)**

This study proposed a jigsaw-based cooperative learning strategy with Google+ to support cooperative learning through social network services, and thus overcome the restrictions of traditional m-learning. In addition, Tablet PCs were used in this work as the learning device, as they have a better screen size than PDAs or cell phones, and this can strengthen the reading effect, providing a better learning environment. An experiment was conducted in the general curriculum “The ecological culture of Taiwan - the waters” to assess the effectiveness of the proposed approach.

There were 63 students (31 males and 32 females). The students were then divided into experimental and control groups. The experimental group included 30 students (16 males and 14 females), who were divided into those with high, medium, and low learning achievement. The results of one-way ANOVA showed the means of the different learning achievement groups were significantly different. In the experiment, the jigsaw-based cooperation activity was carried out using heterogeneous groups, with three students in each group, one each from the high-, medium-, and low-achievers, for a total of 10 groups. There were 33 students in the control group, and they engaged in individual learning without group discussions. The experimental results show that this approach not only improved the students’ learning attitude, but also enhanced the effectiveness of learning.

- **Adhami and Marzban (2014)**

The purpose of the research was to show the effectiveness of cooperative learning, more specifically jigsaw task on reading ability of Iranian intermediate high school EFL learners. 120 female students were randomly selected and Nelson Proficiency Test was given to these students. Sixty students were selected from among 120 female students and they were assigned in two different classes. After selecting 60 students, they were divided in two groups, one of them as the experimental group (G1) , and the other as the control group (G2). Each group consisted of 30 students. Their ages ranged from fifteen to nineteen. Statistical results revealed that the experimental group did much better than control group and consequently jigsaw task was effective on reading ability of Iranian intermediate high school EFL learners.

- **Şahin (2013)**

The study aimed to assess the effect of the jigsaw and conventional cluster techniques on achievement and attitude in Turkish written expression in primary school. The sampling of this study was composed of 61 8th grade students studying in two different classes of a primary school in Turkey in 2009-2010. One of the classes has been randomly selected as a control group (N=31) in which the conventional cluster technique was used, while the other was the experimental group (N=30) in which the jigsaw technique is used. The data related to the students' attitudes toward written expression have been collected using an Attitude Scale for Written Expression (ASWE) as a pre-test and a post-test, while their academic achievement in written expression has been evaluated by using the Achievement Test of Written Expression (ATWE), and the results were analyzed. As a result of the statistical analysis, a significant difference was determined between control and experimental groups, in terms of attitude, academic achievement and retention in favor of the jigsaw technique.

- **Prom (2012)**

The purpose of the study was to compare Mattayom Suksa 1 students` achievement on reading comprehension consisting of four sub- skills before and after being taught by using Jigsaw II technique. The participants were 25 students, selected by convenience

sampling, from students who volunteered to stay after school until six PM. They were taught reading comprehension that focused on four sub skills; reading for main idea, reading for detail, drawing inference, and differentiating between fact and opinion, by using Jigsaw II technique. The participants took the pre-posttest on reading comprehension that covered all four sub skills. The findings indicated that reading for main idea and drawing inference were significantly higher. But reading for detail and differentiating between fact and opinion were not significantly higher. The result revealed that the reading comprehension sub skill best developed by Jigsaw II technique was drawing inference. However, the overall effect on Mattayom Suksa 1 students' achievement on reading comprehension was significantly higher after being taught by Jigsaw II technique.

- **Kazemi (2012)**

The study was an attempt to compare the reading achievement of learners who received the jigsaw method of instruction and that of those students who received the traditional teacher-fronted method of teaching. To achieve the purpose of the study, two intact classes were assigned randomly as the control and experimental groups. The experimental group consisted of 40 freshman and sophomore intermediate level male (N=18) and female (N=22) learners and the control group consisted of 38 freshman and sophomore intermediate level male (N=17) and female (N=21) students. The control participants received the traditional teacher-fronted method of teaching while the experimental group participants were exposed to the jigsaw method of teaching. After gathering the required data, the results of independent samples T-test indicated statistically significant differences ($P= 0.000$) between the experimental and control groups. These positive results attained were attributed to the major specificities of the cooperative teaching such as positive interdependence, group formation, individual accountability, social skills, and structuring and structures.

- **Arslan (2012)**

The study aimed to define the effects of Jigsaw technique on academic success. An experimental study suitable to “the model of pre-post testing with checking group” was done in a primary school in Agri. In this research as a gathering information tool “ The

Scale of Identifying the Effectiveness of Jigsaw Technique in Teaching of Word Types” was used. Aiming at identifying the meaningfulness of data of gathered information from the study, with the help of the SPSS statistics programme, the tests of Mann-Whitney U and Wilcoxon on Signed Order Difference were applied. As a result of the research, it was identified that there is no difference between the students of experiment and control groups; so, it was identified that success of the groups which were applied both Jigsaw technique and teacher centered teaching, were similar.

- **Nurcahyanti (2012)**

The purpose of this research was to know the result of the implementation of Jigsaw method to improve students’ reading comprehension at the eighth grade of SMP Negeri 2 Jetis Ponorogo in 2012/2013 academic year. The subject of this research was the students of the eighth grade of SMP Negeri 2 Jetis Ponorogo in 2012/2013 academic year which consisted of 20 students. The research was started on August 2nd until September 3rd 2012. This research was conducted in two cycles. The writers used three research instruments. There are observation check list, questionnaire, and test. Based on the result of this research, the implementation of Jigsaw method to improve students’ reading comprehension at the eighth grade of SMP Negeri 2 Jetis Ponorogo, it was seen from the improvement of average of students’ score from 68.20 in cycle I up to 83.50 in cycle II. The questionnaire result showed that students enjoyed themselves and become active during teaching learning process.

- **Qian (2012)**

This study aimed to examine the anxiety levels of first-year non-English majors’ students and to investigate the effects of a Jigsaw activity on their levels of speaking anxiety as well as their opinions about the use of a Jigsaw activity. Participants included thirty first-year Chinese students from a Primary Education department. The data were gathered by means of a questionnaire and a semi-structured interview. Descriptive statistics were used to determine the level of anxiety. A paired-samples t-test was conducted to find the effects of a Jigsaw activity on students’ speaking anxiety. The results revealed that a majority of students reported a high level of anxiety when speaking English in class. Students’ anxiety was reduced to a low level through the use

of a Jigsaw activity. In addition, students expressed positive opinions about using a Jigsaw activity in an English-speaking class.

- **Mauludi (2011)**

The purpose of this pilot study was to find out the effectiveness of Jigsaw technique to improve students' reading narrative text ability. The writer conducted experimental research. The population in this research was all students of grade eleventh of MAN Kendal in academic year of 2010/2011. The number of the entire students was 387. The researcher used the purposive sampling technique to determine the class of research. The writer conducted research in two classes. The experimental class was taught reading narrative text using Jigsaw technique, whereas the control class was taught reading narrative text without using Jigsaw technique. The analysis of the data showed that there was a significant difference of the students' achievement between experimental class and control class.

- **Maden (2011)**

This study aimed to compare the effects of Jigsaw technique from the cooperative learning methods and traditional teaching method on academic achievement and retrieval of Turkish teacher candidates in the matter of written expression. The sample of the study consisted of 70 students studying at the Department of Turkish teaching in the academic year of 2009 2010. One of the classes was randomly specified as a control group (N=34) to which the traditional teaching method was applied while the other as test group to which the Jigsaw technique (N=36) was applied. The study was predicated on "Non-equal control group pattern". Learning styles of the groups were determined by the Kolb Learning Style Inventory (LSI). Data about their academic success were collected through Success Test for Written Expression (STWE) applied as pre-test and post-test and views of students about Jigsaw technique were collected through a form questioning students' views (SVF). Then, the results obtained from them were analyzed. It was observed as a result of statistical analyses that there was not a significant variation in favor of the test group in terms of academic success and stability between the test group and the control group in teaching the written expression subject.

- **Mayrina (2011)**

This study was designed to improve the students' narrative writing ability by using Jigsaw technique. The objective of the study was to find out how Jigsaw technique can be used to improve the narrative writing ability of the second year students of MTsN Tangerang II Pamulang. The researcher acted as the teacher, while the English teacher became the writer's collaborator to observe the implementation of Jigsaw technique. The data of the study were gathered through the following instruments: interview, observation checklist, questionnaire and test. The subjects of this study were 35 second year students of MTsN Tangerang II Pamulang of the 2010/2011 academic year. All students were taken as the subjects of the research. The findings indicated that Jigsaw technique was effective in enhancing the students' motivation and participation. And it indicated that Jigsaw technique was successful in improving students writing narrative text.

- **Ulas (2010)**

This study aimed to determine the effect/contribution of the use of the jigsaw technique in the teaching of punctuation marks in mother tongue education on/to the academic improvement of students. To that end, answers were sought to the question how punctuation marks could be better taught in mother tongue education at primary education level. The jigsaw teaching technique, a contemporary teaching method, was set to work in the teaching process. The study population consisted of a primary school in central Erzurum during the first semester of school year 2009 - 2010. The sample consisted of two branches from the 4th grade that were selected using random sampling method, one serving as the study group, the other as the control group. The results of the study revealed that the jigsaw technique was superior to traditional teaching methods in the teaching of punctuation marks.

- **Ali (2001)**

This study aimed at identifying the effect of using the Jigsaw Reading technique on the EFL pre-service teachers' English language reading anxiety and comprehension. The subjects of the study were seventy-two students enrolled in the third year English

Department, Faculty of Education, Cairo University, Fayoum Branch. They were randomly assigned to either the experimental or control group; each consisted of thirty six students. The experimental group was instructed to read sixteen passages using the Jigsaw Reading technique. The control group read the same passages individually. The subjects of both groups were exposed to the same questions after reading each passage for checking their comprehension. The experiment lasted for two months and a half introducing two reading passages for each group per week. The subjects' reading anxiety was pre- and post-tested using a Foreign Language Reading Anxiety Scale (FLRAS) designed by the researcher. Their reading comprehension was also pre- and post-tested using the TOEFL reading comprehension section. Findings of the study showed there was a statistically significant difference between the means of scores obtained by the subjects of the treatment group and those of the control group in foreign language reading anxiety in favor of the treatment group. This indicates that the use of the Jigsaw Reading technique resulted in lowering the foreign language reading anxiety of the treatment group subjects. Findings also showed that the subjects of the treatment group outperformed those of the control group in reading comprehension; something which can be considered as an outcome of reading anxiety reduction.

- **Choe (2000)**

This study examined one aspect of task-based language instruction, an increasingly popular approach, which provides learners practice in performing communicative acts in English and which promotes learners' ability to use communicative strategies when problems are encountered. This study addressed the question of whether or not a video of native speakers of English (NSE) interacting during a jigsaw task positively affects the communicative strategies of English as a Second Language (ESL) learners involved in a similar task.

Two experiments were conducted. A video model showing two NSE using communicative strategies including confirmation and comprehension checks during a jigsaw task was shown to ten advanced learners of English before they performed a similar task.

This group was compared with a control group of learners (N = 10) who were not shown the video. The second experiment examined how modeling may affect different proficiency levels. Twelve Korean students had a high proficiency level (mean = 601 on TOEFL) and Eight Korean students had a lower proficiency level (mean = 516 on TOEFL). For the data analysis, the utterances of participants during interaction were transcribed, and three communicative strategies (clarification requests, confirmation /comprehension checks) were coded and analyzed.

The results indicated that modeling appeared to increase the communicative strategies of the experimental groups, with an apparently stronger influence on the high proficiency learners. The results suggested that video modeling of communicative strategies may be an effective method for enhancing the teaching of ESL/EFL communication strategies.

2.2.1.2 Studies related to using Jigsaw strategy in teaching /learning other materials

- Al-Salkhi (2015)

This study aimed at getting perception of the effectiveness of Jigsaw Strategy on the achievement of the 7th primary grade students and their learning motivation. The study sample consisted of 53 female students: 26 students in the Experimental Group, and 27 students in the Control Group. In order to achieve the study objective, the achievement test and the motivation learning scale of the Islamic Education were used. Also, the teaching material pertaining to Jigsaw strategy was prepared. After confirming the confidentiality and reliability of the study, it has been concluded that a statistical indicative difference did exist between the average scores of the two groups of female students in the Islamic Education achievement test and the learning motivation scales. The study results were in favor of the Experimental Group. Also, the study results showed the existence of a positive relationship between the achievement of the 7th primary grade students and their learning motivation.

- **Miaz (2015)**

This study was aimed at determining the students' achievement of Social Science at the Fifth Grade of State Primary School Bukittinggi, West Sumatera. This study was based on the problem that the students did not reach the standard minimum criteria score which was determined by 70. The classroom action research was used in this study by using Jigsaw Cooperative Learning Model. The finding showed that there was an increase in the teachers' teaching skills and students' achievement. The average score of teachers' teaching skills in the first cycle was 2.6, the second cycle was 2.8 and the third cycle was 3.4 with a very good category. The students' score was increased steadily from 67.9% (first cycle), to 75% (cycle II) and the final 92.5% (cycle III). This suggests that the use of Jigsaw Cooperative Learning Model improved students' achievement of Social Science.

Turkmen and Buyukaltay (2015)

In this study, the effect of using Jigsaw II and Jigsaw IV techniques on the subject of "Atoms-The Basic Unit of Matter" in science course of 6th grade on academic achievement was examined. Pre-test post-test control group research was used in the study. The study population was all secondary schools in Turgutlu district of Manisa province and the sample group was selected from "Samiye Nuri Sevil Secondary School" among 20 secondary schools in Turgutlu district through the cluster sampling method. The experiment and control groups of the research were constituted from two branches based on the results of pre-test and there were 48 persons in total of which 24 were in experimental and 24 were in control group. In the study, the subject of "Atoms-the Basic Unit of Matter" was taught to the experimental group by using Jigsaw IV technique and it was taught to the control group by using Jigsaw II technique. In this research, Science achievement test consisting of 12 multiple-choice items which were developed by the researcher was used. T-test was used for the analysis of data obtained as a result of achievement test. In paired samples t-test (dependent group) conducted for achievement pre-tests and post-tests of the control and experimental group a significant difference was found, while no significant difference in terms of statistics in favor of the experiment group was found in independent samples t-test (independent group)

conducted for post-tests of the control and experiment groups. At the end of the research, although the effect of Jigsaw II and Jigsaw IV techniques on the achievement in Science course was found to be positive on students' learning, no statistical differences were found in these two techniques.

- **Olukayode and Tina (2014)**

This study examined jigsaw technique as an effective approach for ethnic integration and sustainable development in Ogun state, Nigeria. Two null hypotheses were generated. The study adopted a pretest- posttest, control group, quasi experimental design. A 30 item achievement test was administered on 126 junior secondary school students selected from two secondary schools in the south-west region of Nigeria. Data were analyzed using analysis of co-variance. The findings of this study revealed that jigsaw technique benefited students who formed jigsaw group (experimental group) than the conventional learning group (control group).

- **Alastath (2013)**

The study aimed to detect the effectiveness of cooperative learning in developing the critical thinking skills in teaching geography for the tenth grade students. The population of study was formed from the whole tenth grade students in north Gaza Governate schools. The researcher used the semi experimental method based on two equivalent groups using pre and post- test. There were two groups, the first one was experimental and the other was control chosen intentionally from the population of study. The study sample consisted of two classes, one of which represented the experimental group which studied geography using the cooperative learning strategy and the other represented the control group which studied geography using the traditional method, and then data were collected and analyzed through the standard deviation and arithmetic means.

The most important outcome results are the following:

1- There were statically significant differences between the average of experimental and control groups scores in the post implementation of the test of the critical thinking for the sake of the experimental group.

2- There were statically significant differences at the level of "0.05" between the tenth grade students` average scores between the experimental and control group for testing the post critical thinking and the differences were in favor of the experimental group.

3- There was statically significant correlative relation at the level of "0.05" between the tenth grade students average scores in the experimental group for testing the post critical thinking.

- **Idowu and Bukunola (2012)**

This study investigated the effectiveness of cooperative learning strategies on Nigerian Junior Secondary students' academic achievement in basic science. Quasi experimental pretest – posttest – delayed posttest control group design was used by the researchers to carry out the study. Place and Duration of Study: CSIT department, faculty of education, Olabisi Onabanjo University, Ago-Iwoye and Basic science department, school of science, tai Solarin College of Education, Omu-Ijebu, South-west, Nigeria, between March 2009 and October 2010.

The treatments were at two levels: cooperative learning strategies (learning together and jigsaw II) and conventional lecture method, which was the control group. The moderating variable was anxiety (high and low). Total number of one hundred and twenty students (120) obtained from the intact classes of the three selected Junior Secondary Schools in South-west Nigeria participated in the study. Achievement Test for Basic Science Students (ATBSS), and Basic Science Anxiety Scale (BSAS) were the main instruments used to collect data from students. Descriptive statistics and Analysis of Covariance (ANCOVA) were used to analyze the data collected. Also Multiple Classification Analysis (MCA) was used to determine the magnitude of the mean achievement scores of students exposed to the different treatment conditions.

The results of this study indicated that there were significant main effects of treatment on all the dependent measures. There were also significant main effects of anxiety on the students' post and delayed-post academic achievement scores in basic science. Furthermore, there were significant interaction effects of treatment and anxiety on the academic achievement of students at the posttest and delayed-posttest levels.

- **Al-Hela (2007)**

This study aimed at investigating the effect of Jigsaw 2 cooperative learning and students gender on the immediate and delayed achievement of Educational Sciences Faculties` students enrolled in comparison with the traditional cooperative learning. The study sample consisted of (62) students (male = 22, female = 40) from the registered students in instruction design course in the second semester 2002/2003. The sample was randomly distributed into control and experimental groups. The experimental group was taught the instruction design course using Jigsaw 2, while the control group was taught the same course using the traditional cooperative learning. Achievement test of (100) items was used after validation. The reliability coefficient was calculated and found to be 90%. Analysis of variance (ANCOVA) was used and the results revealed statistical significant differences at ($\alpha = 0.05$) in the delayed and immediate achievement means of the two groups attributed to method of learning, and gender in favor of experimental group and female students. The results also showed no statistical significant differences attributed to interaction between method of learning and gender.

- **Holliday (2002):**

This study aimed to contribute to the literature on cooperative learning, especially jigsaw in secondary schools. Three experiments were conducted. The subjects in the three experiments were of (100) ninth grade geography students at an inner city school in the United States. The text used in each study was the same throughout. Three home teams were divided: one high achiever, two middle achievers and one low achiever. The students were mixed heterogeneously by gender and race. A pre and post test was administered to the subjects, as well as conducting several student and teacher interviews prior to, during and after the study. A post survey was administered to the students to measure their reaction to the study. An attitudinal survey was used to

measure the students' like or dislike for cooperative learning as a teaching method. The majority of the students felt they learnt more and were more attentive in cooperative learning than in their classes taught by traditional methods.

It was found that students were more attentive in class and absenteeism declined. The students' attitudes towards each other improved. Students' academic achievement which is a major concern for teachers was addressed. The pre-study failure percentage was about 30% of the ninth graders. After the implementation of the Jigsaw program, the failure rate dropped to less than 10%. The control group classes, taught by usual method, maintained their usual rate of about 30%. Higher achievers' grades were not affected by the lower achieving students' grades, but the scores of lower achieving students did rise because of cooperative learning strategy.

2.2.1.3 Comments on the first domain:

This domain contains twenty six studies in teaching/ learning language by Jigsaw strategy. Overall, the previous studies conducted by different researchers in different countries confirmed the effectiveness of Jigsaw strategy in teaching/ learning any subject especially English language skills.

Concerning the studies of this section which focused on the effect of using Jigsaw strategy on teaching English language in general and other school subjects, the following points can be noticed:

- 1- Jigsaw strategy provided alternative opportunities for teaching/ learning any language and subject to the students.
- 2- Jigsaw strategy was successful in improving students' reading skills.
- 3- Jigsaw strategy encouraged students to develop their communication skills
- 4- Jigsaw strategy can be used to improve the learning experience and the performance of the students with reading and communication difficulties according to the researchers' observations.
- 5- Applying Jigsaw strategy in teaching English brought better outcomes in students' achievement of English, especially in reading skills.

2.2.2 Studies Related to Teaching Reading Comprehension Skills.

- Hamdi (2015)

This paper compared readers' L2 text comprehension and vocabulary retention across two dictionary conditions. Reading time, dictionary usage, degree of comprehension, and recall of words were the dependent measures employed. Forty-four EFL sophomores were assigned two reading tasks under two conditions: using a printed dictionary (PD) at one time and an electronic dictionary (ED) at another. The presentation mode of the reading tests was on computer screen alone. The researchers used a piece of monitoring software (MS) to record the subjects' lookups in the ED condition and to take notes of the time each subject needed to finish the reading task in both conditions. A paired-samples t-test was then conducted to test the research hypotheses. As for the vocabulary retention tests, the researcher administered a pretest and posttest to the subjects in both lookup conditions (PD and ED), and an independent-samples t-test was conducted to compare memory for words. The analysis of information revealed that the ED enabled the subjects to read the text in significantly less time than the PD did. It was also found that the subjects looked up significantly more words in the ED than in the PD. However, the results indicated that the type of dictionary accessed did not significantly influence comprehension. With regard to vocabulary retention, the findings revealed that PD lookup fosters better recall of vocabulary. It was concluded that EDs would be effective and motivating aids to reading comprehension but could be detrimental to vocabulary retention.

- Khaghaninejad, et al. (2015)

This study aimed at exploring the possible effects of strategy-based instruction of reading passages of undergraduate Iranian EFL learners. The study particularly explored the effects of using SQR3 and TPS reading strategies on learners' reading performance. To this end, 60 EFL learners were selected and participated in this study. After homogenizing the learners, they were randomly divided to three groups; two experimental and a control group. Learners in the first experimental group (SQR3) surveyed, questioned, read, reviewed and recited the reading passages while learners in the second experimental group (TPS) group thought about reading passages and shared

their comprehensions with the classmates. However, learners in the control group followed the traditional method of translating reading passages to Persian for comprehension. The reading section of IELTS Test, as an internationally validated test, was applied as the pre- and the post-test of the study to further check learners' reading comprehension. The paired-samples t-test and ANOVA analysis of learners' performances indicated that SQR3 and TPS learners significantly outperformed on their post-tests compared with their peers in the control group. The results certified the efficacy of strategy-based approach of teaching reading passages, namely SQR3 and TPS, in promoting learners' reading comprehension in academic Iranian EFL context.

- **Al-Nafisah (2015)**

This study explored the effect of an extensive reading program on the reading comprehension of Saudi EFL university students. The sample of the study consisted of 54 students randomly chosen from King Saud University and assigned to an experimental and a control group of 27 students each. Pre- and posttest data were collected within a three months` period. Both groups, the experiment group and the control group, were taught by the researcher. The researcher assessed the effect of extensive reading on the reading comprehension of the participants. The findings showed that the experiment group outperformed the control group in reading comprehension. This supported the positive effect of extensive reading on EFL learners' reading comprehension. Implications and suggestions for further research are reported.

- **Batel (2014)**

This paper reports an experimental study conducted to compare intermediate-level, English as a Second Language (ESL) students' overall comprehension when using video vs. written text as a learning tool. The ultimate goal of this study is to compare which of the two learning tools (video and written text) can further enhance the ability to comprehend L2 input in ESL students. The use of a book-based movie and the original book was to provide as much similar content as possible for both groups, yet in two different modes. Six Saudi students participated in this experiment where they were divided into two equal-numbered groups. Two phases were conducted due to concern that some individual differences of the participants (e.g., age and memory capacity)

might have had a greater impact on the results of either group rather than the actual learning tools. The result of the two different learning tools: video and written text indicated that the use of a video was more effective for language comprehension than the use of a written text. Based on the answers of the given questions, the experimental group members, who viewed the movie segment, demonstrated higher levels of attentiveness than the reading group members.

- **Abdelrahman and Bsharah (2014)**

This study aimed to find the effect of speed reading strategies on developing reading comprehension among second secondary literary stream students in English language. The sample of the study consisted of (42) students assigned into two groups who were chosen randomly from schools, a control group (21) students, and an experimental (21) students trained on speed reading strategies during the academic year 2013/2014. T. test results revealed that there were significant differences at ($\alpha \leq 0.05$) among the students' means in favor of the experimental group.

- **Elradii (2013)**

This study aimed at investigating the effect of CALL approach on developing reading comprehension skills among the seventh graders at Gaza Governorate Schools. The researcher adopted the experimental approach. The sample of the study was (58) female students who were randomly selected from Jabalia Prep (A) Girls School. CALL approach was used in teaching the experimental group, while the ordinary method was used with the control group in the second term of the school year (2012-2013). A content analysis card was designed to choose the reading comprehension skills to be developed. A reading comprehension skills test with (20) items was designed and served as a pre-post test. The validity of the test was refereed by the specialists and the reliability of the test was measured by Alpha Cronbach formula and Kuder Richardson 21 equation. The results of the achievement test were statistically analyzed by using Mann Whitney, effect size technique, and T-test was used to measure the differences in reading comprehension skills for the experimental group and control group in the post test. The effectiveness of CALL approach on developing reading comprehension skills was measured by "Effect Size" technique by Eta square for each item of the test.

- **Ghorab (2013)**

This study aimed to investigate the effectiveness of a suggested program based on picture reading strategy to develop seventh graders' English reading comprehension skills. The researcher used four tools: a checklist to determine the criteria of good picture which is suitable for reading comprehension texts for seventh graders, a questionnaire to determine the degree of importance of the reading comprehension skills, an achievement test (Pre- post-test) and the suggested program which consists of Teacher's Guide, Students` Book, teaching aids and evaluation tools.

The researcher purposively chose Nuseirat Prep "C" Boys` School for applying an experiment to prove the effectiveness of using the strategy of reading pictures. The sample of the study was 60 male students, (30) students in each group. They were equally divided into two groups, experimental and control. Both groups were pre-tested to assure that they both were equivalent. The results were statistically analyzed by SPSS to be compared with the post-test results. The suggested program was taught to the experimental group, while the control one was taught by the traditional method.

The findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to picture reading strategy activation. The experiment showed the importance of activating picture reading strategy throughout reading. According to the findings, the researcher recommended that the seventh graders' English Language teachers need to activate picture reading strategy throughout reading in order to develop not only seventh graders' reading comprehension and comprehension skills, but also their general achievement in English language.

- **Abu Youniss (2013)**

This study aimed at examining the effectiveness of using (K.W.L) strategy on developing reading comprehension skills for the eighth graders in Khanyounis Governorate schools. The researcher adopted an experimental research design. The sample of the study consisted of (82) students and it was purposefully chosen from the eighth graders. The experiment was accomplished in two months during the second

term of the school year (2012). A content analysis card was designed to choose the reading comprehension skills to be developed. An achievement test was also designed to serve as a pre-post test. The validity of the test was refereed by specialists and the reliability of the test was measured by Alpha Cronbach formula and Kuder Richardson 21 equation. The results of the achievement test were statistically analyzed by using T-test paired sample to measure the differences between the performance of the experimental group in the pre and the post tests. T-test independent sample was used to measure the differences in reading comprehension skills at each level of the four levels (literal, eliciting, evaluative, and creative) for the experimental group and control group in the post test. The effectiveness of K.W.L. on the levels of the reading comprehension skills was measured by "Effect Size" technique by Eta square.

- **Dawoud (2013)**

The purpose of this study was to examine the effectiveness of a proposed Reading Clinic program as a remedial intervention program in improving reading comprehension skills of at-risk students of grade 7 in UNRWA schools in Gaza. The researcher prepared a list of the most important reading comprehension skills for the seventh graders. Having reviewed the literature and the Ministry of Education handbook (1999), the researcher concluded that scanning, skimming, inference making, prediction /anticipation making and word recognition skills were the most necessary reading skills for the seventh graders. The researcher collected data using an achievement pre-post test and two supportive tools; classroom teachers' observation checklist and a weekly assessment selection reading texts. As the researcher ensured the validity and the reliability of her tools, she constructed her program and administrated it for 14 weeks; 12 weeks for tutoring and two weeks for administrating the pre-post test and to conduct the preliminary meetings with parents, classroom teachers and the students themselves. The sample of the study was 21 girl students from Beach Prep. Girls "C" in UNRWA school in West Gaza Education Area. Data collected was analyzed using the Willcson Z test and Eta square to measure the effect size. After the researcher had finished the program tutoring sessions, she administrated the post test. The post test results were compared with those of the per test and the comparison indicated statistically significant differences on students' performance on each comprehension skill domain and the total

test domains in favor of the post test, which means that the proposed reading clinic program was effective and helped students improve their reading comprehension skills. The researcher constructed a student's self-assessment questionnaire by which she helped the participants to reflect on their experience in the reading clinic tutoring sessions. Results indicated that the participants perceived reading clinic tutoring instructions as supportive learning strategies that helped them improve their reading comprehension skills.

- Al Manyrawi (2013)

The study aimed to find the effectiveness of using written retelling strategy (WRS) on improving reading comprehension achievement and retention. The study handle the following reading comprehension skills: retention of information embedded in the reading text, relating to real life experience and expressing opinions. The researcher adopted the quasi- experimental approach. The researcher purposively selected a representative sample of (72) ninth graders from Amena Bent Wahab Secondary School for girls in Rafah. The participants were distributed into two equivalent groups, each of which consisted of (36) students. WRS was used in teaching the experimental group, while the traditional method was used with the control one during the second term of the school year (2011-2012). An achievement test was designed and validated to be used as a pre–post test. In addition, the researcher prepared an interview to investigate students' opinions towards the written retelling strategy as a new strategy in learning reading texts. The data of the study were analyzed by using T-test independent sample. Effect size technique which was used to measure the effect size of written retelling strategy on the experimental group in each scope of the text. The results of the study revealed that the written retelling strategy was effective in improving reading comprehension achievement and retention.

- Abed El Qader (2012)

This study aimed at investigating the effect of adopting computerized packages on developing reading skills for sixth graders at UNRWA schools in Gaza Governorates. To achieve the aim of the study, the researcher adopted the quasi- experimental approach. The sample of the study consisted of (80) pupils who were randomly selected

from EL Fakhoura Prep "B" boys' school. The experimental group included (40) pupils and was taught by computerized packages, while the control group that included (40) pupils was taught reading skills by the ordinary method. The researcher held a workshop to discuss the content of the package activities and suitable exercises for students' abilities to facilitate their learning and help them to develop their reading skills. The experiment was accomplished in two months during the second term of school year (2010/2011). An achievement test of reading skills with (25) items was designed and validated to be used as a pre and post-test to identify the direction of the size effect. Effect technique was used to measure the size effect of using computerized packages.

The validity of the test was refereed and measured by the specialists, and the reliability of the test was measured by Alpha Cronbach formula and the split-half method. The study indicated that there were statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of the control and the experimental groups due to the method in favor of computerized packages. There were statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of the experimental group in the pre and post- tests. There were statistically significant differences at the level of ($\alpha \leq 0.05$) between the mean scores of the experimental group of students who learned through using computerized package. (high achiever- low achiever) to the skills test.

- Bhlool (2012)

This study investigated the effect of using differentiated instruction strategy on developing ninth graders' English reading comprehension skills at Gaza UNRWA Schools. The researcher used two tools, a questionnaire to determine the degree of importance of the reading comprehension skills and an achievement test (Pre- post test). The questionnaire was applied before the pre-test to identify the most important skills which will be used in the test. The researcher benefited from the results of the questionnaire and the test. The targeted reading comprehension skills were prediction, skimming, scanning, guessing meaning from context and inference. The researcher purposively chose New Gaza Prep Boys "c" for the experiment and randomly chose two

classes from the ninth grade classes. The sample of the study was 70 male students, (36) in the experimental and (34) in the control. Both groups were pre-tested to assure that they both were equivalent. The results were statistically analyzed to be compared with the post-test results. The results were statistically analyzed, using Statistical Package for Social Sciences (SPSS). The findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group in all skills.

- Al Odwan (2012)

This study aimed at investigating the effect of the directed reading thinking activity through using cooperative learning on English secondary stage students' reading comprehension in Jordan. The subjects of the study were chosen purposefully from public schools in Amman Second Directorate of Education. It consisted of 42 students who were enrolled in two sections in one school. The experimental group encompassed 22 students and the control group encompassed 20 students. The teaching program was based on a strategy which included the direct reading thinking activity through using cooperative learning designed to teach four units to the experimental group. The units were taken from the English course textbook "Jordan Opportunities" prescribed for the Eleventh Grade in Jordanian public schools during the second semester of the scholastic year 2007/2008. The same units were taught to the control group through the traditional strategy.

For the purpose of the study the researcher used:

a reading comprehension test. Means, standard deviations and analysis of Covariance (ANCOVA) were used to reveal the findings of the study which indicated that: there was a statistically significant difference at ($\alpha= 0.05$) in reading comprehension in favor of the experimental group among English secondary stage students in Jordan due to the instructional strategy.

- **Al-Farra (2011)**

This Study aimed at recognizing the impact of vocabulary and cohesive devices knowledge, especially pronouns and conjunctions, on the literary 11th graders' reading comprehension. The researcher applied pre and post tests on a random sample of two intact classes of sixty literary 11th male graders divided into control and experimental groups. These sixty learners represented nearly 38 % of the learners the researcher taught English. The first part of the pre-test represented vocabulary test and the second one; pronouns and conjunctions test. This pre- test was applied on the learners of both groups to diagnose their abilities and to know whether both groups were equal in their knowledge. After the researcher made sure that both groups were approximately equal regarding their previous knowledge in terms of vocabulary, pronouns and conjunctions, he subjected these graders to some treatment during eight lessons through three texts from the graders' syllabus in terms of vocabulary and the meant devices. After that, the researcher carried out a post-test to identify the effect of knowledge of vocabulary and cohesive devices on students' reading comprehension skill. Both tests were carried out during the second term of 2011. The researcher discovered that each independent variable, either vocabulary or pronouns, remarkably and positively affected reading comprehension. Moreover, each independent variable had the ability to predict reading comprehension. However, vocabulary affected reading comprehension more than pronouns and conjunctions did.

- **Safadi (2011)**

The purpose of this study was to examine the effect of scaffolding instruction on the achievement of first secondary students in English language reading and writing skills. The participants of the study consisted of 107 female first secondary grade students during the year 2010/2011. The school was purposefully selected on convenient grounds. Three validated instruments were used to collect data: a reading comprehension test, a writing test, and a student attitude and opinion questionnaire. The results of the study revealed that the scaffolding instruction was effective to develop the achievement of first secondary students in English language reading and writing.

- **Al Udaini (2011)**

This study aimed at investigating the effect of a computerized program on developing ninth graders' reading comprehension skills and students' attitudes towards reading. The targeted reading comprehension skills were prediction, skimming, scanning, recognizing synonyms and antonyms, deducing meaning from context and relating the text to personal experience, opinion or evaluation. The researcher purposively chose a representative sample of (60) ninth graders from Deir Al Balah Preparatory "B" Boys' school which is run by UNRWA in the Gaza Strip. The participants were divided into two equivalent groups: each group had (30) students. The researcher used four tools: 1) a questionnaire for teachers to determine the most important reading comprehension skills for ninth graders, 2) an achievement test (Pre & Post), 3) the suggested computerized program for the reading texts included in the second-term of *English for Palestine 9*, and 4) an attitude scale (pre & post) to determine the students' attitudes towards reading. The results of the study revealed that the computerized program was effective to develop the reading comprehension skills for ninth graders. In addition, the study findings confirmed that the technological environment developed and enhanced the students' attitudes towards learning in general and towards reading via computers in particular.

- **Abu Shamla (2010)**

This study aimed to investigate the effectiveness of a suggested program based on prior knowledge to develop eighth graders' English reading comprehension skills. The researcher used four tools, a checklist to determine the suitable reading comprehension skills for the eighth graders, a questionnaire to determine the degree of importance of the reading comprehension skills, an achievement test (Pre-post test), the suggested program and teacher reflection. The suggested program consisted of Teacher's Guide, Student's Book, teaching aids and evaluation tools. They included 12 lessons, activities and techniques to activate prior knowledge before reading comprehension lessons. The researcher purposively chose Al Aishya Higher Basic School for Girls in Dair Al Balah for the experiment and randomly chose two classes from the eighth grade classes. The sample of the study was 80 female students, (40) students in each one. They were

equally divided into two groups, experimental and control. Both groups were pre-tested to assure that they both were equivalent. The results were statistically analyzed to be compared with the post-test results. The suggested program was taught to the experimental group while the control one to the traditional method. Then, the post-test was applied on both groups. The results were statistically analyzed, using Statistical Package for Social Science (SPSS). The findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to prior knowledge activation before reading a text. The experiment showed the importance of activating prior knowledge before reading a text.

- **Dorkchandra (2010)**

The purposes of this study were (1) to compare the reading comprehension test scores of the students who learned with the Text Structure Reading Strategy CALL program (herein called TSRS) and those who did not learn with the TSRS CALL program, but studied texts from the Voice of America (VOA) Special English Program web pages, and (2) to explore the students' opinions towards the TSRS CALL program and its usefulness. The participants consisted of 86 students with medium and low English proficiency who registered for Foundation English III during the summer semester of academic year 2009 at Kasetsart University Chalermphrakiat Sakon Nakhon Province Campus. The participants were divided into an experimental group (n = 42) and a control group (n = 44). The two groups took the pre-test, and then the experimental group learned with TSRS CALL program, but the control group studied the texts from the VOA Special English. Then the two groups took the post-test. The experiment tool was the TSRS CALL program, of which the efficiency was 81.30/84.24, which was higher than the 80/80 criterion. The data were collected using a pre-test and a post-test, a questionnaire towards the program and its usefulness, and a semi-structured interview. The data were analyzed quantitatively and qualitatively. The statistical analysis of the quantitative data included arithmetic means, standard deviation, and percentage. The testing of the mean difference was conducted using t-test and ANCOVA. The qualitative data were analyzed using content analysis. The results were as follows:

1. The students with medium English proficiency who learned with the TSRS CALL program did not have significantly higher post-test scores than the medium proficiency ones who did not learn with the program.
2. The students with low English proficiency who learned with the TSRS CALL program had significantly higher post-test scores ($p < .01$) than the low proficiency students who did not learn with the program.
3. Overall, the students who learned with the program had significantly higher post-test scores ($p < .01$) than the students who did not learn with the program.
4. The students who learned with the TSRS CALL program had very positive opinions towards the program and its usefulness ($X = 3.86$, $S.D. = .64$).

- **Badr El-Deen (2009)**

The study aimed to investigate the effectiveness of the Assisted Extensive Reading Program on developing reading comprehension strategies, namely: skimming, scanning, guessing meaning of words in context and inference of ninth graders in Gaza governorate. The study examined the improvement shown by the experimental group 1 who received reading comprehension strategy training only, and group 2 who received strategy training integrated with 9 week extensive reading program and the control group who received no treatment. An achievement, pre and post test was administrated and a statistical analysis was conducted to collect data. Comparing the results of the pre-post test, it was concluded that the Assisted Extensive Reading Program proved to be more efficient in developing reading comprehension strategies. Strategy training alone was useful, but the rate of the progress was not significant. On the other hand, the traditional method was ineffective in that students made very little progress on all levels. Comparing the scores achieved by the three groups at each of the four strategies, it was found that group 2 who received both strategy training and extensive reading program was always superior to the other two groups, and group 1 who received strategy training only achieved some progress, but it wasn't significant when compared with the scores of the control group.

- **Al-Ethaigi (2009)**

This study aimed at recognizing the effectiveness of self-questioning strategy in developing some reading comprehension skills of first level secondary students. To realize what the study aimed at, it used quasi-experimental method where the study was applied on a sample of 50 students from the first level secondary from Al-Qunfudah Governorate. This group has been divided into two groups: an experimental group of 25 students which studied according to the strategy of self-questioning and a controlling one which studied according to the traditional method. The study tools and materials were represented in a list of reading comprehension skills fitting the students, and the skills included were only those approved by 80 % of the judging panel opinion and a test was applied before and after proving its validity and stability.

The findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to self-questioning strategy to develop some reading comprehension skills of first level secondary students.

2.2.2.1 Commentary on the second domain:

This domain contains twenty studies in teaching and learning reading skills. The researchers used different strategies in developing and improving reading comprehension skills among students. For example, Hamdi(2015)used Electronic Dictionary. Al-Ethaigi (2009) self-questions. Al-Nafisah(2015) Extensive Reading Program. Batel (2014) Video vs. Written Text. Abdelrahman,M & Bsharah (2014) Speed Reading Strategies. Elradii(2013) CALL strategy. Abu Youniss(2013) (K.W.L) Strategy. Al manyrawi(2013) Written Retelling Strategy. Abed ElQader (2012) Adapting Computerized Packages. Bhlool(2012) Differentiated Instruction Strategy. Al-Farra(2011) Lexical and Cohesive Devices Knowledge. Safadi (2011) scaffolding instruction. Al Udaini(2011) Computerized Program. El-Deen(2009) Assisted Extensive Reading. Abu Shamlah(2009) a Suggested Program Based on Prior Knowledge. Dorkchandra(2010) a text structure reading strategy CALL program. Ghorab(2013) picture reading strategy. This indicates to the importance of reading skills in teaching/ learning English language.

2.2.3 Studies Related to Teaching Communication Skills

- Jose and Abidin (2015)

The article summarized some of the merits and the demerits of the use of ICT tools, and the concept of using ICT in ELT based on the researcher's review of recent studies. It also highlighted the findings from the researcher's own study on the effectiveness of the application of ICT tools on the EFL (English as Foreign Language) writing performance of Omani EFL learners. The study focuses on effectiveness of Model Forum treatment on the quantity of EFL written output in terms of number of words, Language Units and Clauses. The study is considered to be significant in the context of Omani learners being exposed to increased ICT intervention in their social and academic life. A quazi-experimental study was conducted among diploma level students ($N=28$) at Al Musanna College of Technology under Ministry of Manpower, Oman. The findings and analysis of both quantitative and qualitative data revealed that Model Forum intervention can have significant impact on the participants' EFL written output. The study recommends that students and teachers should integrate ICT tools in ELT appropriately.

- Al Agha (2015)

This study aimed at investigating the impact of using classroom English on developing eleventh graders' communication skills and their attitudes towards English. To achieve the study aims, the researcher adopted the experimental approach with two groups' pre-posttest design (experimental and control). To collect the data, the researcher prepared an achievement test (pre, post & delayed) and an attitude scale (pre & post) to determine the students' attitudes towards English language. After examining the validity and reliability of the tools, the tools were implemented on the study sample consisting of (80) male students from Khalid El- Hassan School who were randomly selected from the original population of (1743) students in West Khanyounis Directorate of Education in the scholastic year 2014- 2015. The sample was divided into two groups: the experimental group consisting of (40) students and the control one consisting of other (40) students. The two groups were similar in their age, previous learning, general achievement and achievement in English language. The classroom English was used in

teaching the experimental group, while the traditional method was used with the control one in the first term of the scholastic year (2014-2015).

The experiment lasted for twelve weeks (2 lessons per week). After three weeks, a delayed test was administrated to the experimental group and control group to test retention. After the data had been analyzed using SPSS program, the study revealed that there were significant differences at ($\alpha \leq 0.5$) in the scores of the control and the experimental groups in favor of the experimental group on the posttest, which was attributed to the impact of the classroom English. The findings also pointed out that there were statistically significant differences at ($\alpha \leq 0.01$) in the experimental group students' attitudes towards English in the post application of the attitude scale. Additionally, there were statistically significant differences at ($\alpha \leq 0.01$) in the retention test between the control and the experimental groups in favor of the experimental group. The study also showed that there were no significant differences in mean scores between the post-test and delayed (retention) test of the experimental group.

- **Serkan (2014)**

The purpose of this study was to determine level of communication skills perceived by college students of School of Physical Education and Sports (PES) from teaching staff. The sample of the study, conducted by using screening model, consisting of 633 PES college students. Research data were collected by "Assessment Scale for Communication Skills". Arithmetic mean, t-test, one-way variance analysis (ANOVA) and Tukey test were used in the study. Consequently, it was determined that students in the sample perceived positive communication skills from teaching staff at moderate-level. It is observed that, except variable of respect dimension in the department where they received education, there wasn't any statistically significant difference in the students' gender variable with respect to the dimension of the democratic attitude, whereas there were significant differences in all lower dimensions according to the class variable. It was also concluded that college students of coaching and management department perceived more communication skills from the teaching staff compared with the students of teaching department in respect dimension, and freshmen and the sophomores perceived more communication skills positively with more points

compared to the other college students with respect to the dimensions of respect, expression, values, motivation and democratic attitude.

- **Al-Mahes (2014)**

This study investigated the impact of task structure on Arab learners' oral performance. A mixed method approach was used to conduct the study, in which ten students from VEDC foundation school were chosen as a sample. Narrative structured and unstructured tasks were used to test the impact of task structure on learners' oral performance in terms of fluency, accuracy, and lexical density. The findings indicated that pre-task activity can be a useful tool in improving accuracy and fluency which contributes to the efficacy of the task based learning approach in supporting and developing the key areas of oral proficiency which have significant implications for teaching and learning.

- **Alam and Uddin (2013)**

The study focused on the improvement of Oral Communication Skills (OCSs) of Pakistan's Public school's Grade-6 students who had a lack of opportunities and were seldom exposed to the English language generally and OCSs particularly. Since more importance was given to reading and writing skills of English in which results overlooked the importance of OCSs and due to which students were found to be silent, shy or had a profound fear of being wrong. It further highlighted self-developed strategies of students in improving accuracy and fluency in which the National Curriculum for English Language (NCEL) was taken as a guiding tool and action planner through which systematic lessons were delivered in classrooms.

Findings of pre and post intervention phases of four participants revealed that *children's OCSs had shown a* marked improvement by giving opportunities to practice oral languages, providing conducive learning environment and using new teaching strategies. This study also claimed that code switching, peer and self error correction, short pauses and speech fillers were inevitable to improve speaking skills in the process of second language learning. It showed new ways in order to improve students' speaking skills and had implications for second language learners and teachers.

- **Sharma and Chawla (2013)**

The present study aimed at exploring the status of communication skills in English at higher secondary students of government and private schools of rural and urban area of Ghaziabad district. For collecting data, the normative method of research was used. Cluster Random sampling technique was used. The sample of the study included 300 students studying at higher secondary level in Govt. and Private schools in urban and rural in Ghaziabad. To fulfill the purpose, the teacher prepared an achievement test for English language and a grammar test was constructed and standardized. The findings of the study indicated that students studying in urban schools were better in their English communication skills.

- **Abu Alyan (2013)**

This study investigated Palestinian English major students' problems in oral communication. To that end, qualitative analysis was manipulated to explore such potential problems from learners' and teachers' perspectives. Levelt's (1989) L1 speech production model and De Bot's (1992) L2 speech production models were used as a theoretical framework for the study. Participants were 20 students and 6 senior teachers from a large Palestinian university in Gaza. Analyzing data from participants' interviews, the study unveiled that students' incorrect pronunciation, limited vocabulary, lack of exposure to the target language, and L1 interference were amongst the main oral communication problems. The study also revealed that students had not developed the habit of extensive listening and reading. Further, the students were unable to organize their ideas and meanings in a coherent way, and they seemed to lack self-confidence. The pedagogical implications of the study were of significant value to EFL university teachers who are interested in developing learners' oral communication skills.

- **Huang (2010)**

This study investigated the factors influencing the oral communication strategies of technological university students in Taiwan. Ninety-eight sophomore students of Lunghwa University of Science and Technology participated in it. Nakatani's Oral

Communication Strategy Inventory (OCSI) (2006), along with the demographics and English learning backgrounds of students, was used to collect data. Descriptive statistics, a one way ANOVA, the Pearson correlation and multiple regressions using SPSS were applied to analyze the data. The study finds that students most often employed *message reduction and alternation strategies* and least often employed *message abandonment strategies*. Students' self-perceived oral proficiency, the frequency of and motivation in speaking English were significantly correlated with the use of oral communication strategies. However, gender and

English proficiency did not have any effect on the use of oral communication strategies. Finally, the frequency of speaking English outside the classroom and motivation in speaking English were the powerful predictors of the use of oral communication strategies among this group of learners. Thus, the inquiry highlights the importance of functional practice and intrinsic motivation in the development of communication strategies and oral competence. It is hoped that this study will encourage a more serious reflection on the oral proficiency of technological university students. At the same time, EFL teachers will find more efficient methods to instruct students in effective communication strategies, allowing them to employ the strategies skillfully in their future communication with native and nonnative speakers.

- **Safady (2007)**

The aim of this study was to explore the effect of using the computer as a teaching aid on both the achievement of students and on the oral communication skills of students at beginner and intermediate levels in the field of EFL. The participants in the study were purposively selected from first year students at the University of Jordan. Four intact sections were chosen: two classes at the beginner level and two classes at the intermediate level. The sections were assigned to the experimental and control groups randomly. The experimental group from each level was taught with the help of the computer software prepared for that level, while the control groups did the exercises in the book in the traditional way. To fulfill the goals of this study, the researcher designed and prepared two computer based instructional programs. These PowerPoint programs were based on the units in the textbooks that were taught to both groups: control and

experimental. Moreover, three instruments were used. The first was a twenty-five multiple-choice-item test for each level and was used as a pretest and post-test. The second was a listening text with twenty questions. The third was the oral presentations with assessment criteria to evaluate the students' presentations. Content validity and reliability of the tests and the computer programs were established. The Statistical Package for Social Studies (SPSS) was used to analyze the collected data and find any significant statistical differences between the mean scores of the experimental and control groups. Analysis of Covariance (ANCOVA) was used to test if there were any significant differences between the achievement of the experimental and control groups at the beginner and intermediate levels to find the effect of the computer program on the students' achievement and on their oral communication skills.

The findings revealed that:

1. There were statistically significant differences between the experimental and control groups at the beginner level in their achievement that could be attributed to the method of teaching, in favor of the experimental group.
2. There were no statistically significant differences between the experimental and control groups at the intermediate level in their achievement.
3. There were statistically significant differences between the experimental and control groups at the beginner and intermediate levels in their oral communication skills that could be attributed to the method of teaching, in favor of the experimental groups.

- **Al-Qadi (2007)**

This study aimed at revealing the main difficulties facing English majors in oral communication skills at the Islamic University of Gaza (I.U.G.). The researcher followed the descriptive analytical and constructive methods. She prepared a list of skills that English majors should gain and which are needed for acquiring oral communicative ability. It includes (13) main skills: asking and answering questions, future plans and intention, socializing, finding the way, apologize and excuses, appointment ,giving your opinion, problems and advice, reservations , invitations,

requests and offers, certainty and un certainty , and regrets and criticism. The researcher used these skills as a questionnaire to know what skills are important or not from teachers' point of views. The researcher also prepared a diagnostic test containing the difficult skills revealed by experts' opinions by open questionnaire and the researcher suggested a program for tackling difficulties facing students in oral communications skills. The researcher applied her test on English majors as a survey sample. To know the causes of these difficulties she interviewed the four oral communication teachers in the English department at I.U.G. Percentages, means, Pearson correlation and T- test were used to analyze the data statistically.

2.2.3.1 Commentary on the third domain :

The section includes ten studies that discussed communication skills in different countries and stages. Also, some of them used descriptive method and others used experimental one. The researchers applied different instruments like achievement test, observation cards, interviews and questionnaire.

2.2.4 Commentary on the Previous Studies:

It is very important to admit that the researcher got a great benefit from reviewing the related studies as they helped her in:

- Using a suitable statistical analysis to get the data.
- Choosing and designing the tools of the study and the appropriate method.
- Forming the outlines of the theoretical framework.
- Justifying, explaining and discussing the study results.

Analysis of the previous studies:

There are similarities and differences between this study and the previous ones in the following aspects. Especially, at the first domain which is about Jigsaw strategy.

The subjects of the studies and their purpose:

All the previous studies agreed on the effectiveness of using Jigsaw strategy on improving English skills as they were applied to all ages and for all levels.

All of them discussed Jigsaw strategy in developing different skills. For example, Adhami&Marzban(2014), Prom(2012), Kazemi(2012), Nurcahyanti(2012), Mauludi(2011), and Ali (2001) used Jigsaw strategy in developing reading skills. Moreover, Lia&at.al(2015), Sahin (2013), Maden (2011)& Mayrian(2011) tried to improve writing skills. Also, Astane &Berimani(2014), Arslan(2012), &Rachmawati, used Jigsaw strategy in developing vocabulary. The researchers who wanted to enhance achievement between students are Salkhi (2015), Idowu& Buknunolan(2010), Al-Hela(2007) and Miaz(2015), Saker (2015) in grammar, Choe(2000) in communication, Olukayode & Tina(2014): in attitude toward English and Ulas(2010) in punctuating marks.

Population and sample:

Concerning the participants of the studies, the previous studies were different from one another in number, gender and age. Saker (2015) implemented his study on a sample of (72) tenth graders, EFL male learners studying at Beit Lahia Basic School "A" for Boys in the Gaza Strip,. Lia, Ch, et al. (2015) conducted the study on a sample of (39) participants ages 16-17. Astane ,E& Berimani (2014) carried her study on a sample of (44) students were chosen from Mojtaba Fanni Tehran and College institutes located in Babol. Huang and et al.(2014) carried out a case study on a sample of (63) students. Adhami and Marzban (2014) implemented the study on a sample of (60) students, Their ages ranged from fifteen to nineteen. Şahin (2013) implemented his study on a sample of (61) 8th grade students classes of a primary school in Turkey. Prom (2012) conducted the study on a sample of (25) students. Nurcahyanti (2012) carried her study on a sample of (20) students eighth grade of SMP Nigieria 2 Jetis Ponorogo. Qian (2012) carried out a case study on a sample of (30) first-year Chinese students from a Primary Education department. Mauludi (2011) all students of grade eleventh of MAN Kendal in academic year of 2010/2011. The number of the entire students is 387. Ulas (2010) The study universe is consisted of a primary school in central Erzurum ,The sample consisted of two branches from the 4th grade. Rachmawati conducted the study on a sample of (28) of fourth grade students of SDN Sukagalih 6. Al-Salkhi (2015) did his study on a sample of (53) female students the 7th primary grade. Maden (2011) conducted the study on a sample of (70) students studying at the Department of Turkish

teaching. Holliday (2002a) did his study on a sample of (100) ninth grade students at an inner city school in the United States. Ali (2001) conducted his study on a sample of seventy-two students enrolled in the third year English Department, Faculty of Education, In this study, the researcher applied his study on (76) female students from Al-Quds secondary school in Rafah.

Place and time:

All the previous studies were applied in different countries. For example, Saker(2015) ,Alastath (2013), Al-Hela (2007) were conducted in Gaza. whereas that of ŞAHİN(2013), Turkmen. & Buyukaltay (2015), Maden(2011) was implemented in Turkey. Holliday (2002 a) was implemented in the United States. Nurcahyanti (2012) , Idowu& Bukunola(2012), Olukayode& Tina(2014)were applied in Nigeria . Astane ,E& Berimani (2014), Adhami ,M & Marzban(2014) were conducted in Iran. Qian (2012) was applied in china. Holliday (2002 a) was implemented in the United States. Al-Salkhi(2015)was applied in Jordan Ali (2001)was conducted in Cairo. Choe (2000) was in Korea. Huang&at.al(2014)was in Taiwan.

Instruments:

Different tools were used in these studies, which helped the researcher to choose her tools to conduct the current study. For example, Arslan (2012)used The Scale of Identifying the Effectiveness of Jigsaw Technique in Teaching of Word Types.

Nurcahyanti (2012)used three tools which are observation check list, questionnaire, and test. Qian (2012) used different tools such as questionnaire and a semi-structured interview. Mayrina (2011)used interview , observation checklist, questionnaire and test.

Al-Salkhi(2015) used achievement test and the motivation learning scale of the Islamic Education were used. Ali (2001) used an anxiety scale. Maden (2011) took also the views of the students to test the change in the level of the students' achievement. And the rest of the studies prepared an achievement test (pre-post). In this study, the researcher used reading comprehension skills pre and post test and an observation card.

Chapter III

Methodology

Chapter III

Methodology

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation and the pilot study. In addition, it presents the study and the research design. Moreover, it introduces the statistical methods used to reach the study findings.

3.1 The Methodology of the Study

The study applied the experimental approach which requires two groups of students: an experimental group and a control one. The experimental group was taught reading comprehension and communication skills according to the techniques of Jigsaw strategy while the control group was taught by the traditional method.

3.2 Study population

The population of the study consisted of all eleventh graders 'female students" at governmental schools in Gaza enrolled in the first semester of the school year (2015 – 2016).

3.3 Study sample

The sample of the study consisted of (76) female students distributed into two groups: the experimental group consisting of (36) students and control group consisting of (40) students. The groups were randomly chosen from a purposive sample from Al-Quds secondary school in Rafah (female students). Table (3.1) shows the distribution of the sample.

Table (3.1): The distribution of the sample

Group	Experimental	Control	Total
No. of the sample	36	40	76

The students in both groups were equivalent in their general achievement as revealed in the statistical treatment of their results in the second term of the school year (2014-2015). This is because classes were originally distributed according to their results by the school administration beforehand. The age of the sample was also controlled before the experiment application. A pre-test was used to check the equivalence of achievement of the two groups.

3.4 Study variables

The study included the following variables :

- An independent variable which was the Jigsaw strategy.
- The first dependent variable which was the reading comprehension skills.
- The second dependent variable which was the students' communication skills.

3.5 Study instrumentation

In order to achieve the aims of the study, the researcher used the following tools

- 1- Reading comprehension skills questionnaire
- 2- An Achievement test
- 3- An Observation card

3.5.1 Reading comprehension skills questionnaire

The researcher included the general aims of the reading comprehension skills for the eleventh graders which were prepared by the English Language Curriculum (1999) as a questionnaire for teachers to choose the most important reading skills for eleventh graders. The items of the questionnaire were twenty four reading comprehension skills. (See Appendix 1).

3.5.1.1 The aim of the questionnaire

This questionnaire aimed at measuring the degree of importance of the reading comprehension skills for the eleventh graders to be developed in the experimental group that used Jigsaw strategy and to be used in building the achievement test.

3.5.1.2 Description of the questionnaire

A questionnaire of 24 items was used in this study in order to rate the degree of importance of the reading comprehension skills. Respondents were asked to rate each item of the reading comprehension skills as follows: (3) = very important, (2) = important, (1) = slightly important.

3.5.1.3 Validity of the questionnaire - The Referee Validity

To test the validity of the questionnaire, the researcher presented this tool to a group of specialists to be refereed including professors of teaching methodology, supervisors of English language and highly qualified and long experienced eleventh grade teachers taking their valuable notes into consideration. (See Appendix 2).

3.5.1.4 The application of the questionnaire

The questionnaire was presented to governmental English Language supervisors and the expert teachers to rate the degree of importance of the reading comprehension skills for the eleventh graders. After that, relative percentage weight was calculated and the most important skills which got more than (85%) were chosen. The result of this questionnaire showed that there were (5) important skills out of the (24) reading comprehension skills. Table (3.2) shows the most important skills.

Table (3.2): Table of the most important skills

No	Items	percentage weight %
1	Scan for specific information from texts and realia (ads , menus , schedule , calendar , travel information and tickets) .	93%
2	Skim for gist or general impression of text or graphics.	94%
3	Develop awareness about synonyms and antonyms.	91%
4	Deduce meaning of unfamiliar words from context.	93%
5	Infer mood and author's attitude or tone.	88%

3.5.2 Achievement test

An achievement test prepared by the researcher to measure the participants' achievement was used as a pre-test applied before the experiment and as a post-test applied after the experiment (See Appendix 3).

3.5.2.1 The General aims of the test:

The test aimed at measuring the impact of using jigsaw strategy on improving reading comprehension and communication skills among eleventh graders in Rafah. It was built according to the criteria of test specifications. It was used as a pre-test to prove that both groups were similar in terms of reading comprehension achievement and as a post-test to identify the differences in the achievement of both groups.

The skills are:

- Skimming.
- Scanning.
- Deducing meaning of unfamiliar words from context.
- Developing awareness about synonyms and antonyms.
- Inferring mood and author's attitude or tone.

The total number of the test items was twenty items. The items were equal in weight. They are listed in the table of specification.

Table (3.3): Table of specifications

Skills	NO. of items	marks	%
Skim for gist or general impression of text or graphics.	2	3	9.09
Scan for specific information from texts and realia.	4	4	18.18
Develop awareness about synonyms and antonyms.	12	6	45.45
Deduce meaning of unfamiliar words from context	3	3	13.64
Infer mood and author's attitude or tone.	3	4	13.64
Total	24	20	100

3.5.2.2 Description of the test items

The total number of the achievement test questions was (5) with (24) items, every item had one mark except question number four had a half mark. Therefore, the total mark given to the test was (20). The test has one reading comprehension passage. The passage was selected from grade eleven Students' Book, which is taught in the Palestinian schools in the Gaza Strip. The items of the test were distributed as follows:

Question 1 is a completion where students had to complete the gaps from the text. This activity include three items (Skimming)

Question 2 is a true or false in which the students had to read the passage to determine whether the statement was right or wrong (scanning)

Question 3 is to extract the right synonym or antonym from the text. It consists of six synonyms and six antonyms (Developing awareness of synonyms and antonyms)

Question 4 is a multiple-choice exercise in which students had to choose the right answer from (a – b – c). The question has three items (Deducing meaning of unfamiliar words from context).

Question 5 is a multiple-choice and true or false exercise in which students had to choose the right answer from (a – b – c). The question has three items, one multi-choice and two true or false (Inferring mood and author's attitude or tone).

3.5.2.3 The pilot study:

The test was applied on a random sample of (40) students from Al-Quds Secondary School in Rafah (female students). The results were recorded and statistically analyzed to measure the test validity and reliability. The items of the test were modified in the light of the statistical results.

3.5.2.4 The validity of the test:

Al Agha (2004, p. 104) states that a valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

(A) Referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors. The items of the test were modified according to their recommendations.

(B) Internal consistency validity

Al Agha (2004, p. 110) refers that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Formula.

According to Table (3.4) the coefficient correlation of each item within its scope was significant at levels (0.01) and (0.05), which indicated that the test is highly consistent and valid as a tool for the study.

Table (3.4): Correlation coefficient of the achievement test items

Item	Pearson correlation	Item	Pearson correlation
1	**0.784	13	**0.479
2	**0.565	14	**0.735
3	**0.606	15	*0.360
4	*0.340	16	**0.651
5	**0.379	17	**0.559
6	**0.525	18	**0.719
7	**0.411	19	*0.368
8	*0.342	20	*0.437
9	**0.412	21	**0.763
10	**0.522	22	**0.665
11	**0.699	23	**0.498
12	**0.527	24	**0.458

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

3.5.2.5 Reliability of the test

The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by Kud-Richardson (K-R20) and the Spilt- half techniques .

According to tables (3.5) and (3.6), the test is proved to be reliable. Richardson (K-R20) coefficient was (0.888) and the Spilt- half coefficient was (0.885) .

Table (3.5): (K_R21) Coefficients for the Test Domains

SCOPE	TOTAL	(K_R20) coefficient
TOTAL	24	0.888

Table (3.6): Reliability coefficient by Spilt –half Technique

SCOPE	TOTAL	BEFORE	AFTER
TOTAL	24	0.793	0.885

3.5.2.6 Difficulty Coefficient:

The difficulty coefficient is calculated by dividing the number of failing students by the total number of the students taking the test and then multiplying the outcome by 100.

The equation is as follows:

$$\text{Difficulty Coefficient} = \frac{\text{No. of failing student}}{\text{the total student answering the test}} \times 100$$

Table (3.7) shows the difficulty coefficient for each item of the test:

Table (3.7): Difficulty coefficient for each item of the test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.36	13	0.68
2	0.75	14	0.36
3	0.64	15	0.68
4	0.36	16	0.55
5	0.55	17	0.77
6	0.50	18	0.36
7	0.77	19	0.68
8	0.45	20	0.73
9	0.68	21	0.64
10	0.59	22	0.27
11	0.32	23	0.73
12	0.73	24	0.50
Total difficulty coefficient		0.57	

Table (3.7) shows that the difficulty coefficient wobbled between (0.27 – 0.77) with total average (0.57), which means that each item was acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

3.5.2.7 Discrimination coefficient:

Discrimination coefficient refers to the test ability to differentiate between the high achievers and the low achievers.

$$\text{Discrimination Coefficient} = \frac{\text{No. of high achievers with correct answers} - \text{No. of low achievers with correct answers}}{\text{No. of high achievers} - \text{No. of low achievers}}$$

Table (3.8) shows the discrimination coefficient for each items of the test:

Table (3.8): Discrimination coefficient for each items of the test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.73	13	0.45
2	0.50	14	0.73
3	0.73	15	0.27
4	0.36	16	0.73
5	0.55	17	0.45
6	0.64	18	0.73
7	0.45	19	0.27
8	0.36	20	0.55
9	0.27	21	0.73
10	0.64	22	0.55
11	0.64	23	0.55
12	0.55	24	0.45
Total discrimination coefficient			0.54

Table (3.8) shows that the discrimination coefficient wobbled between (0.27 – 0.73) with a total average (0.54), which means each item was acceptable or in the normal

limit of discrimination according to the view point of assessment and evaluation specialists.

3.5.3 Observation Card

An observation card was prepared by the researcher to measure the effect of Jigsaw strategy on the communication skills among the eleventh graders. This observation card was used before and after the experiment for both the experimental and control groups. It was composed of three domains, involving eighteen items (See Appendix 4).

Table (3.9): Observation card domains

Domains	No. of items
Respect dimension	7
Expression dimension	6
Accuracy and fluency dimension	5
TOTAL	18

3.5.3.1 The validity of the observation card

In order to measure the validity of the observation card, the researcher used the referee validity. The observation card was introduced to experienced supervisors. The items of the observation card were modified according to their recommendations.

According to the Tables (3.10)- (3.11)- (3.12) the coefficient correlation of each item within its scope was significant at levels (0.01) and (0.05).

Table (3.10) shows the correlation coefficient of each scope with the whole observation card. According to the following tables , it can be concluded that the observation card was highly consistent and valid as a tool for the study.

Table (3.10): Correlation coefficient of Respect dimension items

Items	Pearson correlation	Sig. level
1-Respects others` points of view	0.463	sig. at 0.01
2-Avoids Interrupt others during discussion	0.432	sig. at 0.01
3-Takes of consideration the teacher`s feedback	0.378	sig. at 0.05
4-Works with her classmates cooperatively	0.649	sig. at 0.01
5-Expresses emotions appropriately ex. without becoming violent for long periods of time	0.341	sig. at 0.05
6-Takes care of her classmates	0.636	sig. at 0.01
7-Actively respects others in actions and words	0.386	sig. at 0.05

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

Table (3.11): Correlation coefficient of Expression dimension items

Items	Pearson correlation	Sig. level
1-Effectively uses gestures and facial expressions when talking	0.527	sig. at 0.01
2-Confidently expresses her thoughts in front of a group	0.625	sig. at 0.01
3-presents main ideas or points succinctly	0.563	sig. at 0.01
4-Shows appropriate body language to demonstrate active listening (ex. Leans toward the speaker, faces the speaker, nods head....)	0.326	sig. at 0.05
5-Expresses own opinion appropriately	0.349	sig. at 0.05
6-Establishes eye contact during conversations with her classmates	0.685	sig. at 0.01

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

Table (3.12): Correlation coefficient of Accuracy and fluency dimension items

Items	Pearson correlation	Sig. level
1-Uses language appropriate to context	0.558	sig. at 0.01
2-Uses meaningful sentences	0.527	sig. at 0.01
3-Speaks with correct pronunciation	0.691	sig. at 0.01
4-Speaks with appropriate speed	0.732	sig. at 0.01
5-Speaks with clear voice	0.858	sig. at 0.01

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

Table (3.13): Correlation coefficient of the scopes with the observation card

Scope	Total
Respect dimension	0.630
Dimension of expression	0.728
Dimension of accuracy and fluency	0.680

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

3.5.3.2 The reliability of the observation card

To find the reliability of the observation card, the researcher used the agreement method of observers (the researcher and another English teacher) in the calculation of the reliability.

Each observer was working independently and they used the same scale to record the performance of students that occur during the observation period. In addition, the researcher and the experienced English teacher ended their register at the same time which was at the end of time period determined to the total observation. In the light of this, the reliability of the observation card was measured by using the equation of Cooper.

$$\text{Coefficient of agreement} = \frac{\text{Points of Agreement}}{\text{Points of Agreement} + \text{Points of disagreement}} \times 100$$

The researcher and the experienced English teacher observed five students' performance, and the inter-observer reliability was as shown in Table (3.14) below:

Table (3.14) : Percentage of Agreement between observers to assess the Reliability of Observation Check-list

Group	Total performance	First observer	Second observer	Percentage
student1	90	57	60	95.00
student 2	90	69	63	91.30
student 3	90	68	65	95.59
student 4	90	67	59	88.06
student 5	90	63	55	87.30
Total Reliability of the Card				91.45

According to Table (3.14) the researcher found that the highest percentage of agreement between observers was (95.59), the lowest percentage of agreement was (87.30) and the total reliability was (91.45). Thus, these percentages indicated a high level of observation card reliability.

3.6 Controlling the variables

To assure the accuracy of the results and avoid any marginal interference, the researcher tried to control some variables before the study.

3.6.1 English and general achievement variable:

T-test was used to measure the statistical differences between the groups due to their English and general achievement. The subjects' results in the first term test of the school year (2015-2016) were recorded and analyzed as shown in Table (3.15) below.

Table (3.15): T-test results of controlling English achievement variable

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	experimental	36	19.444	10.541	0.384	0.702	not sig.
	control	40	20.325	9.453			

“t” table value at (74) d f. at (0.05) sig. level equal 2.00

“t” table value at (74) d f. at (0.01) sig. level equal 2.66

Table (3.15) shows that there were no statistical differences at (0.05) between the experimental and the control groups` subjects due to the English achievement variable.

3.6.2 Previous learning variable for achievement test:

To make sure that the sample subjects were equivalent in their previous English language achievement. The researcher applied the pre- achievement test. The results of the subjects were recorded and statistically analyzed using T-test. Table (3.16) shows the mean and the standard deviation of each group in English previous learning. The results analysis indicates that there were no statistically significant differences between the experimental and the control groups at (0.05) level.

Table (3.16): t.test results of controlling previous learning in English variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Skimming	experimental	36	1.278	0.882	0.707	0.482	not sig.
	Control	40	1.450	1.197			
Scanning	experimental	36	1.694	1.305	0.548	0.586	not sig.
	control	40	1.550	0.986			
meaning of unfamiliar word from context	experimental	36	1.556	0.877	0.175	0.862	not sig.
	control	40	1.525	0.640			
deduce meaning from context	experimental	36	4.417	2.359	1.094	0.278	not sig.
	control	40	5.000	2.287			
writer`s tone	experimental	36	1.167	0.811	0.683	0.497	not sig.
	control	40	1.050	0.677			
Total degree	experimental	36	10.111	4.591	0.475	0.636	not sig.
	control	40	10.575	3.915			

“t” table value at (74) d f. at (0.05) sig. level equal 2.00

“t” table value at (74) d f. at (0.01) sig. level equal 2.66

Tables (3.16) indicates that there were no statistically significant differences at (0.05) level among experimental and the control groups due to age variable.

3.7 Procedures of the Study:

The study progressed according to the following steps:

1. Reviewing literature and previous studies related to Jigsaw strategy, reading comprehension skills and communication skills that helped the researcher to benefit from their procedures, tools, results and recommendations.
2. Deciding on the instruments of the study: checklist of reading comprehension skills to decide the degree of suitability to eleventh graders, achievement test (Pre-posttest), an observation card to measure the communication skills among students.
3. Preparing the theoretical framework through reviewing the literature concerned.
4. Identifying the reading comprehension skills appropriate for the eleventh graders by consulting specialists, including professors of teaching methodology, supervisors of English language and long experienced teachers who have long experience in teaching eleventh graders.
5. Preparing the worksheets including questions about each section by using Jigsaw strategy (See Appendix 5).
6. Checking the validity and the reliability of the test.
7. Checking the validity and the reliability of the observation card .
8. Choosing the sample of the study that included the experimental group and the control one.
9. Applying the pre-test on the sample of the study and computing the results.
10. Implementing the experiment using Jigsaw strategy according to the plan on the experimental group while the control one was taught by the traditional one.
11. Observing the experimental group through the researcher and some other colleagues and recording their notes on an observation card (See Appendix 4)
12. Applying the post-test on the sample of the study and computing the results.
13. Analyzing the collected data and giving interpretations.
14. Presenting the suggestions and giving recommendations in the light of study findings.

3.8 Statistical Analysis Procedures

The researcher used a number of statistical techniques that were in tandem with the study nature; the data were collected and computed by using the Statistical Package for Social Sciences (SPSS) as follows:

- Split-half technique and Kud-Richardson (K-R20): to test the reliability of the test.
- Alpha Cronbach technique and Cooper technique to measure the reliability of the observation card items.
- T. Test independent samples: to control the interferential variables and to measure the statistical differences in means between the two groups as regard the study variables.
- T. Test paired sample: to figure out any statistical differences within the experimental group respondents regarding their reading comprehension and communication skills before and after the treatment.
- Effect size level by using T value, Eta square, and Cohen's d: to check the effect.

Summary:

This chapter presented the procedures followed throughout the study. It also introduced a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of jigsaw strategy used in the study and the research design. Moreover, it introduced the statistical treatment of the study findings. The next chapter presents the data analysis and results for the study hypotheses.

Chapter IV

Results and data analysis

Chapter IV

Results and data analysis

The purpose of the current study is to investigate the impact of using jigsaw strategy on improving reading comprehension and communication skills among eleventh graders in Rafah. This chapter presents the findings of the study regarding the research hypotheses. These findings resulted from the analysis process which involved using T-test, means, standard deviations, "d" value, and Eta square " η^2 ". Tables followed by interpretations were also used to tabulate the data analysis.

4.1 Research Questions:

4.1.1 Answer to the First Question:

The first question is: **What is the nature of the jigsaw strategy needed to improve reading comprehension and communication skills?**

To answer this question, the researcher prepared teacher guide by using jigsaw strategy for four units (See Appendix 5).

4.1.2 Answer to the Second Question:

The second question is: **What are the reading comprehension skills that need to be developed by the use of jigsaw strategy?**

To answer this question, The researcher included the general aims of the reading comprehension skills for the eleventh graders which were prepared by the English Language Curriculum (1999) as a questionnaire for teachers to choose the most important reading skills for eleventh graders. The items of the questionnaire are twenty four reading comprehension skills. (See Appendix 1). The questionnaire was applied to governmental English Language supervisors and the expert teachers to rate the degree of importance of the reading comprehension skills for the eleventh graders. After that, relative weight was calculated and the most important skills were chosen which got more than (85%). The result of this questionnaire showed that there were (5) important skills out of the (24) reading comprehension skills. As the following:

- Scanning for specific information

- Skimming for gist or general impression of text or graphics
- Developing awareness about synonyms and antonyms
- Deducing meaning of unfamiliar words from context
- Inferring mood and author's attitude or tone

4.1.3 Answer to the Third Question:

The third question is: "**Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of reading comprehension skills in the post test among students who learn reading comprehension through Jigsaw strategy (experimental group) and those who learn reading comprehension through traditional methods (control group)?**"

To answer this question, the researcher tested the following hypothesis: "**There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of reading comprehension skills in the post test between the experimental group and the control group due to the use of Jigsaw strategy.**"

To examine this hypothesis, means and standard deviations of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences. Table (4.1) describes the results.

Table (4.1): T.test independent sample results of differences between the experimental and the control group in the post test

Test	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Reading Comprehension	experimental	36	22.250	3.620	6.512	0.000	sig. at 0.01
	control	40	16.750	3.726			

As shown in Table (4.1), the T. computed value was larger than T. table in the test, which means that there were significant differences at ($\alpha \leq 0.01$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached

(22.250), whereas the mean of the control group was (16.750). This result indicates that using Jigsaw strategy was more effective than the traditional method in developing the students' reading comprehension skills.

To calculate the size effect, the researcher used Eta square " η^2 " by using the following equation (Afana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$D = \frac{2t}{\sqrt{df}}$$

Table (4.2): Level of effect size (η^2) and (d)

Test	Effect size		
	Small	Medium	Large
η^2	0.01	0.6	0.14
D	0.2	0.5	0.8

Table (4.3): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	d	Effect size
Reading Comprehension	6.512	0.364	1.514	Large

The results of (η^2) and **d** values shown in Table (4.3) indicates the large effect size of the use of Jigsaw in the total degree of the reading comprehension skills. This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as a result of using the Jigsaw strategy.

4.1.4 Answer to the Fourth Question:

The fourth question is: "Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of "skimming" skill among students who learn English reading

comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)?"

To answer this question the researcher tested the following hypothesis: **"There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of "skimming" skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)."**

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences. Table (4.4) describes the results.

Table (4.4): T.test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Test

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Skimming	experimental	36	3.417	1.079	4.080	0.000	sig. at 0.01
	Control	40	2.350	1.189			

As shown in Table (4.4), the T. computed value was larger than T. table in the test, which means that there were significant differences at ($\alpha \leq 0.01$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (3.417), whereas the mean of the control group was (2.350). This result indicates that using Jigsaw strategy was more effective than the traditional method in developing the students' skimming skills.

To measure the effect size of the Jigsaw strategy on the experimental group in the post skimming skills, the researcher applied the "Effect Size" as shown in Table (4.5).

Table (4.5): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	d	Effect size
Skimming	4.080	0.184	0.948	Large

The results of (η^2) and d values shown in Table (4.5) indicates the large effect size of the Jigsaw strategy in the total degree of the skimming skill . This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as a result of using of the Jigsaw strategy.

4.1.5 Answer to the Fifth Question:

The fifth question is: **Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)?**

To answer this question, the researcher tested the following hypothesis: **"There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)."**

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences. Table (4.6) describes the results.

Table (4.6): T.test independent sample results of differences between the experimental and the control group in the post test

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Scanning	experimental	36	3.361	0.639	4.749	0.000	sig. at 0.01
	Control	40	2.625	0.705			

As shown in Table (4.6), the T. computed value is larger than T. table in the test, which means that there were significant differences at ($\alpha \leq 0.01$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (3.361), whereas the mean of the control group was (2.625). This result indicates that using Jigsaw strategy

was more effective than the traditional method in developing the students' scanning skills.

To measure the effect size of the Jigsaw strategy on the experimental group in the post scanning skills, the researcher applied the "Effect Size" as shown in Table (4.7).

Table (4.7): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	D	Effect size
Scanning	4.749	0.234	1.104	Large

The results of (η^2) and **d** values shown in Table (4.7) indicates the large effect size of the Jigsaw strategy on the total degree of the scanning. This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as result of using Jigsaw strategy.

4.1.6 Answer to the Sixth Question:

The sixth question is: "Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of synonymy and antonym skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)?"

To answer this question the researcher tested the following hypothesis: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of synonymy and antonym skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)."

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences. Table (4.8) describes the results.

Table (4.8): T.test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Test.

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Synonyms and Antonyms	experimental	36	2.444	0.695	4.02	0.000	sig. at 0.01
	control	40	1.625	1.030	0		

As shown in Table (4.8), the T. computed value was larger than T. table in the test, which means that there were significant differences at ($\alpha \leq 0.01$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (2.444), whereas the mean of the control group was (1.625). This result indicates that using Jigsaw strategy was more effective than the traditional method in developing the students' synonyms and antonyms skills.

To measure the effect size of the Jigsaw strategy on the experimental group in the post synonyms and antonyms skills, the researcher applied the "Effect Size" as shown in Table (4.9).

Table (4.9): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	d	Effect size
Synonyms and Antonyms	4.020	0.179	0.935	Large

The results of (η^2) and **d** values shown in table (4.9) indicate the large effect size of the Jigsaw strategy on the total degree of the synonyms and antonyms. This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as result of using Jigsaw strategy .

4.1.7 Answer to the Seventh Question:

The seventh question is: **"Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of deduce meaning from context skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)?"**

To answer this question the researcher tested the following hypothesis: **"There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of deduce meaning from context skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)."**

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences. Table (4.10) describes the results.

Table (4.10): T.test independent sample results of differences between the experimental and the control group in the post test

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
deduce meaning from context	experimental	36	10.222	1.899	4.087	0.000	sig. at 0.01
	control	40	8.275	2.219			

As shown in Table (4.10), the T. computed value was larger than T. table in the test, which means that there were significant differences at ($\alpha \leq 0.01$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (10.222), whereas the mean of the control group was (8.275). This result indicates that using Jigsaw strategy was more effective than the traditional method in developing the students' in deducing meaning from context skills.

To calculate the size effect, the researcher used Eta square " η^2 " Table (4.11) shows effect size.

Table (4.11): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	D	Effect size
Deducing meaning from context	4.087	0.184	0.950	Large

The results of (η^2) and **d** values shown in Table (4.11) indicates the large effect size of the Jigsaw strategy in the Total degree of the deducing meaning from context skill . This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as a result of using of the Jigsaw strategy.

4.1.8 Answer to the Eighth Question:

The eighth question is: "Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of identifying writer`s tone skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)?"

To answer this question, the researcher tested the following hypothesis: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of identifying writer`s tone skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group)."

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences. Table (4.12) describes the results.

Table (4.12): T.test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Test

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Identifying writer`s Tone	experimental	36	2.806	1.167	3.450	0.001	sig. at 0.01
	control	40	1.875	1.181			

As shown in Table (4.12), the T. computed value is larger than T. table in the test, which means that there were significant differences at ($\alpha \leq 0.01$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (2.806), whereas the mean of the control group was (1.875). This result indicates that using Jigsaw strategy was more effective than the traditional method in developing the students' in identifying writer`s tone skills.

To measure the effect size of the Jigsaw strategy on the experimental group in the post writer`s tone skills, the researcher applied the "Effect Size" as shown in Table (4.13).

Table (4.13): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	d	Effect size
writer`s tone	3.450	0.139	0.802	Large

The results of (η^2) and **d** values shown in table (4.13) indicate the large effect size of the **Jigsaw strategy** in the total degree of the **writer`s tone**. This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom **As result of using Jigsaw strategy**.

4.1.9 Answer to the Ninth Question:

The ninth question is "**Are there statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between the experimental group and the control group due to the use of Jigsaw strategy?**"

To answer this question the researcher tested the following hypothesis: "**There are no statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between the experimental group and the control group due to the use of Jigsaw strategy.**"

To examine this hypothesis, means and standard deviations of both groups' results on the post application of observation card were computed. Independent Samples T-test was used to measure the significant differences. Table (4.14) describes the results.

Table (4.14): T.test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Test

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Respect dimension	experimental	36	25.944	2.190	10.014	0.000	sig. at 0.01
	control	40	20.250	2.706			
Expression dimension	experimental	36	20.111	1.801	6.163	0.000	sig. at 0.01
	control	40	15.150	4.515			
Accuracy and Fluency dimension	experimental	36	15.667	2.651	3.744	0.000	sig. at 0.01
	control	40	12.825	3.795			
Total degree	experimental	36	61.722	5.235	7.211	0.000	sig. at 0.01
	control	40	48.225	10.068			

As shown in Table (4.14), the T. computed value is larger than T. table in the test which means that there are significant differences at ($\alpha \leq 0.01$) in the total average score of the post post application of the observation card between the experimental and control group in favor of the experimental group. The mean of the post application of the observation card in the experimental group reached (61.722), whereas the mean of the control group was (48.225). This result indicates that using Jigsaw strategy is more effective than the traditional method in developing the students' communication skills.

To measure the effect size of the Jigsaw strategy on the experimental group in the post communication skills, the researcher applied the "Effect Size" as shown in table (4.15).

Table (4.15): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	D	Effect size
Respect dimension	10.014	0.575	2.328	Large
Expression dimension	6.163	0.339	1.433	Large
Accuracy and Fluency dimension	3.744	0.159	0.870	Large
Total degree	7.211	0.413	1.677	Large

The results of (η^2) and d values shown in Table (4.15) indicate the large effect size of the Jigsaw strategy in the Total degree of the communication skill . This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as a result of using of the Jigsaw strategy.

4.1.10 Answer to the Tenth Question:

The tenth question is "Are there statistically significant differences at ($\alpha \leq 0.05$) in the communication skills card between pre and post application of the experimental group ?"

To answer this question, the researcher tested the following hypothesis: "**There are no statistically significant differences at ($\alpha \leq 0.05$) in the communication skills card between pre and post application of the experimental group.**"

To examine this hypothesis mean scores of the experimental group results of the pre and post application of the observation card were computed. T-test Paired Samples was used to analyze the data statistically.

Table (4.16): T- Test Paired-Samples Differences between the Pre- and the Post-application of observation card.

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Respect dimension	Pre test	36	20.389	2.233	12.304	0.000	sig. at 0.01
	Post test	36	25.944	2.190			
Expression dimension	Pre test	36	16.528	1.920	10.877	0.000	sig. at 0.01
	Post test	36	20.111	1.801			
Accuracy and Fluency dimension	Pre test	36	13.972	1.781	5.797	0.000	sig. at 0.01
	Post test	36	15.667	2.651			
Total degree	Pre test	36	50.889	3.970	17.719	0.000	sig. at 0.01
	Post test	36	61.722	5.235			

Results of Table (4.16) indicate that the T. computed value is (17.719), larger than T. tabled value which is (2.02) in the post application test. This means there are significant differences at ($\alpha = 0.05$) between the mean scores of the pre-test and post-test in

communication skills of the experimental group in favor of the post-test. This shows that using Jigsaw strategy results in improving communication skills. As a result, the hypothesis is not accepted in this study.

To measure the effect size of the Jigsaw strategy on the experimental group in the post application of the communication skills cards, the researcher applied the "Effect Size" as shown in Table (4.17).

Table (4.17): "t" value, eta square " η^2 ", and "d" for the total degree

Skill	T value	η^2	d	Effect size
Respect dimension	12.304	0.817	4.220	Large
Expression dimension	10.877	0.777	3.731	Large
Accuracy and Fluency dimension	5.797	0.497	1.988	Large
Communication	17.719	0.902	6.078	Large

The results of (η^2) and **d** values shown in Table (4.17) indicate the large effect size of the Jigsaw strategy in the total degree of the communication skill, this can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as a result of using of the Jigsaw strategy.

Summary

This chapter showed the data analysis of the study hypotheses and their results. The results of each hypothesis were analyzed statistically using different statistical techniques. It is obvious that there are significant differences in developing reading comprehension and communication skills among students in the experimental group and their counterparts in the control one in favor of the experimental group. The results of the post-test and observation card indicated that using jigsaw strategy had positive effects on developing reading comprehension and communication skills. To sum up, the use of the Jigsaw strategy in teaching English reading comprehension skills can be a good solution to all students and to their lack of cooperation, interaction and motivation in English classes. In the next chapter, the researcher will discuss and interpret the results before drawing conclusions and putting forward some suggestions and recommendations.

Chapter V
Discussion of Findings, Conclusions
and Recommendations

Chapter V

Discussion of Findings, Conclusions and Recommendations

This chapter discusses the results of the study. In addition, it sums up the conclusions that were documented in the light of this study results. In addition, the researcher suggests some recommendations which can be beneficial for syllabus designers, supervisors, teachers and researchers.

5.1 Findings:

Because the t observed was higher than t -table, so the researcher could conclude that the null hypotheses were rejected and the alternative hypotheses were accepted. This chapter deals with the discussion of the study findings of the study presented in chapter four which were as follows:

1. There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of reading comprehension skills in the post test between the experimental group and the control group due to the use of Jigsaw strategy in favor of experimental group.
2. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of “skimming” skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).
3. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).
4. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of synonymy and antonym skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).

5. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of deduce meaning from context skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).
6. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of writer's tone skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).
7. There are statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between the experimental group and the control group due to the use of Jigsaw strategy.
8. There are statistically significant differences at ($\alpha \leq 0.05$) in the communication skills between pre post application of observation card at the experimental group due to the use of Jigsaw strategy.

5.2 Discussion

The purpose of the study was to examine the impact of using Jigsaw strategy on teaching English reading comprehension and communication skills for the eleventh graders. In the light of the findings of this study, it can be stated that the main result that the Jigsaw strategy was highly effective in developing the students' levels of reading comprehension and communication skills in the experimental group compared with the control group's results.

5.2.1 Discussion of the first hypothesis findings:

The researcher investigated the first hypothesis which examined if there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of reading comprehension skills in the post test between the experimental group and the control group due to the use of Jigsaw strategy.

The finding indicated that the (t) computed value, (6.512), was larger than the (t) table value, (2.66), in the post test. This means that there were significant differences at ($\alpha=0.01$) in the total average score of the post-test between the experimental and control

group in favor of the experimental group. There were also significant differences between the means of both groups in favor of the experimental group, Whereas the mean of the control group was (16.750), the mean of the experimental group was (22.250).

All students of the experimental group showed an increase in their performance on reading comprehension post-test. Furthermore, the experimental group showed obvious change in their communication skills on the post observation card after implementing the jigsaw strategy which of course was positive one after three months of the experiment.

Besides, the researcher found that the effect size indicated a large effect of Jigsaw strategy on improving the students' reading comprehension skills. This large effect can be attributed to the group work, techniques, worksheets, the suitability and the variety of teaching aids used in the Jigsaw strategy which aimed at developing reading comprehension skills. Furthermore, the result is also attributed to the positive effect of the Jigsaw strategy which develops reading comprehension skills.

5.2.2 Discussion of the second hypothesis findings:

The researcher investigated the second hypothesis which examined if there were statistically significant differences at ($\alpha \leq 0.05$) in the level of “skimming” skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).

The results concerning hypothesis two indicate that the (t) computed value, (4.080), was larger than the (t) table value, in the post test. This means that there are significant differences at ($\alpha = 0.01$) and (0.05) in the level of skimming skill between the experimental group and the control group in favor of the experimental group. There were also significant differences between the means of both groups in favor of the experimental group Whereas the mean of the control group was 2.350, the mean of the experimental group was 3.417. Jigsaw strategy helped students increase their skimming skill, through the division of the text into sections, each student was responsible for

reading and understanding everything in her section with her friends in the expert group, and then she discussed the main idea with her friends in jigsaw group. By using this strategy, students encouraged each other to get the gist from the text.

5.2.3 Discussion of the third hypothesis findings:

There are statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).

The results of this hypothesis showed that there were significant difference in the level of scanning skill among experimental group and the control group in favor of the experimental group. The T. computed value was larger than T. table in the test which was (4.749). The mean of the post-test in the experimental group reached (3.361), whereas the mean of the control group was (2.625).

Jigsaw strategy motivated students to know everything about the text. They read the text in depth. With Jigsaw strategy students were able to teach each other, each student are motivated to know and understand her idea in the expert group to complete the idea of the text in the Jigsaw group.

5.2.4 Discussion of the fourth hypothesis findings:

There are statistically significant differences at ($\alpha \leq 0.05$) in the level of synonymy and antonym skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).

The T. computed value is larger than T. table value in the test which is (4.020). The mean of the post-test in the experimental group reached (2.444), whereas the mean of the control group was (1.625).

Increasing awareness of synonymy and antonym skill was developed by using Jigsaw strategy, through worksheet in the expert group which discussed every word in the text and through students helping each other.

5.2.5 Discussion of the fifth hypothesis findings:

There are statistically significant differences at ($\alpha \leq 0.05$) in the level of deduce meaning from context skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).

The T. computed value was larger than T. table value in the test which was (4.087). The mean of the post-test in the experimental group reached (10.222), whereas the mean of the control group was (8.275).

Jigsaw has an excellent way in improving student's deducing meaning from context skill. When the students tried to understand the meaning of the text, they could guess the meaning of some words which were new. Gradually, this skill was developed within students.

5.2.6 Discussion of the sixth hypothesis findings:

There are statistically significant differences at ($\alpha \leq 0.05$) in the level of writer's tone skill among students who learn English reading comprehension through Jigsaw strategy (experimental group) and the students who learn reading comprehension through traditional method (control group).

The T. computed value was larger than T. table in the test which was (3.450). The mean of the post-test in the experimental group reached (2.806), whereas the mean of the control group was (1.875).

This indicates that Jigsaw strategy is very effective. Jigsaw strategy gave students chances to imagine and think in depth about the writer's tone skill. As a result, students produced meaningful and different ideas about this skill.

In short, the first six hypotheses of the study are related to reading comprehension skills which are : skimming , scanning , synonyms and antonyms, deducing meaning from context and identifying writer`s tone. Findings of the first hypothesis showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of reading comprehension skills in the post test between the experimental group and the control group due to the use of Jigsaw strategy in favor of experimental group.

Besides, the researcher found that the effect size indicated a large effect of Jigsaw strategy in improving the students' reading comprehension skills.

This large effect can be attributed to:

- The nature of the cooperative learning which available by Jigsaw strategy as it presents the intended reading comprehension paragraphs in an attractive and colorful way. Working in groups helped students to discuss and share their ideas and information with each other.
- The experimental group students have taught four units from the eleven grade curriculum which were:” Education for success, Take care, Going places, taking risks”. There were different passages with new vocabularies to identify, memorize and even use in context. Teaching students by using jigsaw strategy helped them to be familiar with these passages because they had to transform the idea of the passage to their classmates.
- Tasks distribution between students were increased the responsible to learn and teach what they have acquired to their classmates. In Jigsaw group, every student has responsible to take one section so, the text was divided between them and they should know every things about their sections. The next stage which called expert group in this stage all students who have the same section from all groups consist anew group called expert group, in this group all students be as experts in their sections and they have a good chance to repeat what they have learned to the first group which called Jigsaw group.
- Dividing the text into sections helped students to develop a depth of knowledge about the text. They understand everything about the text. So, Jigsaw strategy helping students to comprehend the text more effective in short time.

- Applying Jigsaw strategy created an enjoyable, motivating and interactive atmosphere. In contrast with traditional method, Jigsaw strategy requires three basic stages which are Jigsaw group, expert group and Jigsaw group. Firstly, the student has own section in Jigsaw group. Secondly , she connects with their classmates who has the same section in expert group. Finely, she returns back to her Jigsaw group to say what she learned. So , Students are enjoyable in learning reading skills by Jigsaw strategy, they hope to using Jigsaw strategy in all skills.
- The length of the experiment which last for three months whereas the experimental group students received the reading text via Jigsaw strategy.

The results of the six hypotheses are in agreement with those reported in some other related studies such as those of Adhami & Marzban(2014), Prom(2012), Kazemi(2012), Nurcahynti(2012), Mauludi (2011), Ali(2001), Lia&at.al(2015), Sahin(2013), Maden(2011), Mayrian(2011), Astane&Berimani(2014), Arslan(2012), &Rachmawati , Salkhi(2015), Idowu& Buknunolan(2010), Al-Hela(2007) and Miaz(2015). Saker (2015). Choe(2000). Olukayode & Tina(2014) and Ulas(2010) . which indicated positive effect of using Jigsaw strategy on students' achievement. All of these studies demonstrated that Jigsaw strategy could improve students' achievement in reading comprehension skills and other English skills.

5.2.7 Discussion of the seventh and eighth hypotheses findings:

The seventh and eighth hypotheses presented the impact of Jigsaw strategy on communication skills. After applying Jigsaw strategy on the experimental group, the results showed that Jigsaw strategy had an effective impact on communication skills of the experimental group as gave students opportunities to communicate with each other. Each student was responsible for explaining her idea to other students in order to complete the task.

The results showed that the large effect size of the Jigsaw strategy in the Total degree of the communication skills .**This can be attributed to:**

- The enjoyable, motivating and interactive learning circumstances created in the classroom as a result of using of the Jigsaw strategy.

- The nature of Jigsaw strategy created a relaxed learning environment free of any tension. This helped students to express their ideas freely and participate
- The advantages of Jigsaw strategy in reducing students' reluctance and anxiety to participate in the classroom activities and improving self-esteem, enthusiasm and self-confidence.
- The differentiation in teaching which depended on the student not on the teacher. In Jigsaw strategy, the students taught each other.

The results of the two hypotheses are in agreement with Choe (2000) study, which confirmed that Jigsaw was very important in developing communication skills

To sum up, it is worth mentioning here that adopting the Jigsaw strategy in teaching reading comprehension and communication skills succeeded in improving the students' proficiency. Jigsaw was really able to increase the students' mean of achievement to an acceptable level more than techniques described in the Teachers' Guide " traditional method".

5.3 Conclusions

The findings of the study confirmed that jigsaw strategy has unlimited benefits in raising the level of reading comprehension and communication skills of the eleventh graders. As a result, the researcher reached the following conclusions:

- 1- Jigsaw is a very potent and pivotal strategy in teaching language and reading comprehension skills in English as a foreign language.
- 2- Jigsaw strategy created a very active and co-operative learning environment within the same group and competition with other groups.
- 3- Jigsaw strategy had superiority over the traditional method in teaching English language.
- 4- Jigsaw strategy was very effective in motivating shy students towards participation and interaction.
- 5- Jigsaw strategy gave students opportunities to share their individual information with their group's members in order to arrange their ideas and answer the questions.

- 6- Jigsaw strategy played a major role in raising the students' achievement as it helps them practice what they have learnt at school; therefore, they can understand ambiguous questions as they have the chance to ask the others.
- 7- Jigsaw strategy increases student-student communication, which provides fluency practice and reduces the dominance of the class.
- 8- Jigsaw strategy gives the students the chance to play several roles such as communicators, observers, thinkers, problem-solvers, decision makers and analysts.
- 9- Jigsaw strategy strengthens the relationship between the students, makes them closer to each other and facilitates the process of teaching and learning.
- 10- Jigsaw strategy makes the students active participants in the learning process.
- 11- Teaching English reading using jigsaw method could make the students' achievements better than before.

5.4 Recommendations

In the light of the results of this study, the researcher suggests a number of recommendations:

5.4.1 Recommendations to the Ministry of Education and Curriculum Designers

1. Enhance cooperative learning techniques such as Jigsaw strategy in English for Palestine.
2. Give enough space for practice and acting by providing a variety of tasks.
3. Conduct workshops and courses that aim at familiarizing teachers with the jigsaw strategy and how to implement it in different lessons in the curriculum.

5.4.2 Teachers are recommended to

1. Shift from the traditional teaching methods to communicative approach that is based on the students' real involvement in the teaching- learning process.
2. Change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire language.

3. Implement the strategy of teaching through context with different English language skills and to give considerate attention to the varied levels of students.
4. Provide more space for students to use English language productively and to focus more often on students` communicative skills rather than their achievements.
5. Search more about new and modern strategies to enhance students' participation and interaction.

4.3 Recommendations for further studies

1. Conducting other studies related to the current one to differentiate between females' and males' performance in reading comprehension skills.
2. Conducting other studies related to the current one for other subjects and skills.
3. Further research is required to find out teachers` and students' attitudes towards the use of the Jigsaw teaching strategy in reading comprehension skills and other language skills.
4. Conducting studies related to other skills of reading comprehension.
5. Finding out impact of using Jigsaw strategy on developing students` critical thinking.

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The References list

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Appendices

Appendices

Appendix (1)

English Reading Comprehension Skills questionnaire

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department

English Reading Comprehension Skills questionnaire

" Grade 11"

Dear Supervisor, /Expert teacher,

The researcher is conducting a study entitled "**The Impact Of Using Jigsaw strategy On Improving Reading Comprehension and communication Skills Among eleventh Graders In Rafah**", to obtain a Master's Degree in **Curriculum & English Teaching Methods.**

One of the requirements of this study is to construct a questionnaire of the most important reading comprehension skills in order to build an achievement test (pre and post) . Thus , the researcher has listed the reading comprehension skills for eleventh Graders as presented in the English Language Curriculum (1999). Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to determine the degree of importance for the eleventh graders.

Please tick (√) in the suitable degree of importance.

(Key: 3 = very important, 2 = important, 1 = slightly important)

No	Items	Degree of importance		
		1	2	3
1	Answer factual , inferential , judgment or evaluation questions			
2	Read familiar material with correct pronunciation and intonation.			
3	Recognize pro-form referents .			
4	Generate questions about reading text .			
5	Summarize reading text .			
6	Make predictions about reading text.			
7	Make inferences about reading text.			
8	Develop awareness of semantic fields (word mapping).			
9	Develop awareness about synonyms and antonyms.			
10	Identify the main idea of reading text.			
11	Identify supporting details.			
12	Distinguish main idea from supporting details.			
13	Recognize rhetorical markers and their functions.			
14	Comprehend visual survival material .			
15	Deduce meaning of unfamiliar words from context.			
16	Skim for gist or general impression of text or graphics.			
17	Distinguish fact from opinion.			
18	Infer mood and author's attitude or tone.			
19	Understand different types of letters.			
20	Scan for specific information from texts and realia (ads , menus , schedule , calendar , travel information and tickets) .			
21	Interpret information presented in diagrammatic display .			
22	Relate text to personal experience , opinion or evaluation .			
23	Analyze components of text such as setting , theme , characters , etc...			
24	Extract and synthesize information from different sources.			

Appendix (2)

Referee Committee

- 1- questionnaire of Reading Comprehension Skills 2- Achievement test
3- observation card**

No.	Name	Qualification	Institute	1	2	3
1	Professor Izzo Afana	Ph.D Methodology	Islamic university	/	/	/
2	Dr. Sadek Firwana	Ph.D Methodology	Islamic university	/	/	/
3	Dr.Abed Rabu Abu Alyan	Ph.D linguistic	Islamic university			/
4	Dr. Khader T. Khader	Ph.D linguistic	Islamic university			/
5	Prof.Abdel Mo'te Al gha	Ph.D Methodology	Islamic university	/	/	/
6	Dr. Mohamed Atea	Ph.D Methodology	Al Aqsa University	/	/	/
7	Dr. Basel Eskak	Ph.D Methodology	Al Azhar University	/	/	/
8	Dr. Abedallah Karaz	Ph.D Methodology	Al Azhar University			/
9	Dr.Said Ahmed Alsisi	Ph.D Methodology	Al Azhar University		/	
10	Mr.Ashraf Nofal	English teacher	Baer Al- Sabaa School	/		
11	Mrs.Maria Algol	English teacher	Al –Quds Secondary School	/	/	
12	Mrs.Ghada Qeshta	English teacher	Al –Quds Secondary School	/	/	
13	Mrs.Nareman Al- Emdalal	English teacher	Al –Quds Secondary School	/	/	

Appendix (3)

English Reading Comprehension Skills Achievement Test

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department

English Reading Comprehension Skills Test

" Eleventh Grade "

Prepared by

Alaa Basheer Qeshta

Dr: -----

The researcher is conducting a study entitled "*The Impact Of Using Jigsaw strategy On Improving Reading Comprehension And Communication Skills Among Eleventh Graders In Rafah*", to obtain a Master's Degree in **Curriculum & English Teaching Methods**.

One of the requirements of this study is to conduct a pre/post test based on the most important reading comprehension skills for eleventh graders . Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to:

- 1- determine the degree of suitability for the eleventh grader students
- 2- modify the language if necessary.
- 3- suggest ideas or issues to enrich the test.

The test should examine the students' ability to :

- 1- skim for gist or general impression of text or graphics .
- 2- scan for specific information from texts and realia (ads , menus , schedule , calendar , travel information and tickets) .
- 3- develop awareness about synonyms and antonyms.
- 4- deduce meaning of unfamiliar words from context.
- 5- infer mood and author`s attitude or tone .

Items		Degree of Suitability		
		Low	average	high
1	The test items reflect the objectives			
2	The reading passages suit eleventh graders' level.			
3	There is match between the test items and the table of specification			
4	The layout is acceptable			
5	The rubrics are clear.			
6	The time assigned is suitable			
7	The distribution of marks is suitable			

Thanks a lot for your co-operation

Reading Comprehension Skills Test

Time \ 30 Minutes

Grade 11

Mark / 20

Name : ----- Class : ----- Date -----

--

Read the passage and answer the questions

“For many young people, being a tour guide seems to be the perfect job, almost like a paid holiday with no expenses. In reality, of course, it can be tiring and stressful having to solve all the problems that arise and deal with the constant demands of the people who have paid money for your services. And it seems that tourists are becoming more demanding, partly **due to** the internet. They already know a lot of basic information that guides used to tell them. What they want is something different and special. It`s no longer enough to take them round the famous buildings, **monuments** and tourist sites and tell them a few dates and interesting stories. In fact, tourists nowadays don`t like to be **labeled** as tourists at all. Today`s well – informed ‘ traveler ’ prefers culture, getting under the surface of things, seeing something of the real life of the place they`re visiting. This need has led to an increase in the popularity of ‘step- on step’. These are people who live in the area and have local knowledge. They take over the tour temporarily and provide the kind of information that the usual tour guide can`t offer. ‘It`s a great way to meet people and give them an introduction to your town or city,’ says Moustafa, a step-on guide in Istanbul, Turkey.

Question 1 (skimming)3m

1-Answer the questions:

1- What is the main idea of the paragraph?

2- How can a tour guide job be tiring and stressful?

-----.

Question 2 (scanning) 4m

2-Put (T) true or false(F):

- Tourists don't know the basic information about the country that visit it ().
- For many young people, a tour guide seems to be tiring and stressful ().
- Tourists are becoming more demanding to know more ().
- It is a good way to know what tourists want to know about visiting country ().

Question 3(deduce meaning of unfamiliar word from context)3m

3-Choose the best answer:

1- “ **due to**” means

- a- As result of
- b- Because of
- c- Contrast of

2- “**Monuments**” means

- a- Buildings that celebrate famous people
- b- Old buildings
- c- Events

- 3- “ **labeled** ” means
- a- Another name
 - b- called
 - c- describe

Question 4(synonyms and antonyms) 6 m

4-Find the opposite of these words:

Imagination:-----	Permanently:-----
Solution:-----	Take:-----
supply:-----	Global :-----

5- Find the meaning from the paragraph:

Great:-----	Career:-----	Cost:-----
Type -----	Data-----	Journey -----

Question 5(Infer mood and author's attitude or tone)4m

6- Choose the best answer:

- 1- According to the writer, a tour guide job is:
- a- Perfect job
 - b- Full of dangerous
 - c- More difficult
 - d- Full of stress

7- Put true (T) or false (F):

- 1- The writer said that there is no difference between tourists in the past and present ()
- 2- The writer suggested that we should decrease in the popularity of “step- on guides” ()

Appendix (4)

Observation card for assessing a student's communication skills

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department

Dear Supervisor, /Expert teacher,

The researcher is conducting a study entitled "**The Impact Of Using Jigsaw strategy On Improving Reading Comprehension and communication Skills Among eleventh Graders In Rafah**", to obtain a Master's Degree in **Curriculum & English Teaching Methods**.

One of the requirements of this study is to conduct an observation card to measure the communication skills among students.

Please, you are kindly requested to look carefully at the attached card and fill in the following form whether the items of the card are suitable or unsuitable.

Your notes and responses will be highly appreciated and confidential, so please have a look at the card and note your opinion on:

- 1- The clear instructions of the card.
- 2 -The observation card items suit the eleventh graders' level.
- 3 -The belonging of each item to its domain.
- 4 -The deletion or addition of items.

Components	Behavior	Excellent 5	Very good 4	Good 3	Low 2	Very low 1
Respect dimension	1-Respects others` points of view					
	2-Avoids Interrupt others during discussion					
	3-Takes of consideration the teacher`s feedback					
	4-Works with her classmates cooperatively					

	5-Expresses emotions appropriately ex. without becoming violent for long periods of time					
	6-Takes care of her classmates					
	7-Actively respects others in actions and words					
Dimension of expression	1-Effectively uses gestures and facial expressions when talking					
	2-Confidently expresses her thoughts in front of a group					
	3-presents main ideas or points succinctly					
	4-Shows appropriate body language to demonstrate active listening (ex. Leans toward the speaker, faces the speaker, nods head...)					
	5-Establishes eye contact during conversations with her classmates					
	6-Expresses her ideas in a way that is meaningful to others					
Dimension of accuracy and fluency	1-Uses language appropriate to context					
	2-Uses meaningful sentences					
	3-Speaks with correct pronunciation					
	4-Speaks with appropriate speed					
	5-Speaks with clear voice					

Thanks a lot for your cooperation

Appendix (5)

Teacher Guide and worksheets

English for Palestine (11)

Unit (2) Lesson (1-2) Education for success
SB. P. 38-41 Class / 11th Date:...../11/2015

<p>Objectives: By the end of this lesson, Ss are expected to be able to:</p> <ul style="list-style-type: none"> - Identify the main idea or the essential message of the passage. - Find synonyms and opposites of a/ word/s in a sentence. - Express their ideas for other students - Use words in right context - Communicate with their classmates - Guess the meanings of unfamiliar words and phrases in the text. 	<p>Key Structure: hope +will/ present / to; wish + past tense; prefixes pre-, post-, ex- ; as long as , provided that, unless in conditional sentences.</p> <p>Key language: apply, assumption, challenge, compulsory, conclusion, divide, encourage, evidence, face, invest in, solution, stress, survey, system, wage.</p> <p>Teaching aids: Ss' Book – worksheets – cards- poster- pictures.</p>
--	--

Steps	Procedure	time
Warming up	Greeting	2 M
<u>Pre- reading</u>	<p>T. writes the title on the board</p> <p>T . discusses the meaning of the title with Ss</p> <p>T. asks Ss to form in group to answer the questions in the book.</p> <p>Ss . provide different answers</p> <p>T. writes the answers on the board</p> <p>T. presents new words by using cards</p>	3 M

<p><u>while reading</u></p>	<p>T. Announces the names of Ss who will work together.</p> <p>Ss. Form six home teams of six students in each.</p> <p>T. asks Ss to open their books at the target lesson.</p> <p>T. reads the whole text to the Ss, and help them to guess the meaning of unfamiliar words, and give a brief summary about the text.</p> <p>T. asks Ss to prepare , and give them an idea about the strategy.</p> <p>T. distributes the text among home teams into six sections A,B,C,D,E,F.</p> <p>Ss. Each students in each home team will take a different section to learn about.</p> <p>T. asks home teams to form expert teams.</p> <p>Ss. Form six students expert teams, so all students who have the same section will meet in an area.</p> <p>T. asks expert teams to start their discussion.</p> <p>Ss. Each expert team will discuss its section in order to answer the questions following each sections.</p> <p>Ss. Each student in each expert team will be an expert in the expert`s team sections.</p> <p>T. monitors the discussion to see if all students are participating in the discussion, and to see if there are any difficulties in dealing with the text, and try to facilitate discussions among groups by providing any needed help.</p>	<p>15M</p>

Worksheet unit “2”

Group one

Jigsaw strategy – Education for success

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

Education Ministers who are hoping to improve their school systems often look at Finland and Taiwan. The first is a small country in northern Europe with a cold climate and a language hardly anyone else speaks; the second is a very small island that fairly recently had high levels of poverty and population. Yet today both of these countries come out at or near the top in international surveys of economic success. Year after year, they also score highly in educational results. Can this be an accident, or is there a connection?

1- Answer the questions:

2- What is the main idea for the paragraph?

3- What is the similarities between Finland and Taiwan?

2- Choose the correct answer:

1- Finland is a country located in-----

a-Western Europe

b-Northern Europe

c-Eastern Europe

- 2- Taiwan is -----
- a- Island
 - b- area
 - c- Capital
- 3- Finland and Taiwan come out at the top in international surveys of -----
- a- Healthy success
 - b- Technology success
 - c- Economic success

3- Put true(T) or false(F):

- The climate in Finland is very hot ().
- There are high level of poverty in Taiwan ().
- Both country have highly score in education result ().
- There is a connection between Finland and Taiwan ().
- Finland is better than Taiwan in education ().

4- Find the opposite from the paragraph:

- Big :----- southern:-----
- Rich:----- hot:-----
- Failure:----- softy:-----

5- Find the meaning of these words:

- Develop: -----
- Difficult:-----
- Studies:-----
- Ways of organizing something:-----
- Join two things together:-----
- Gradually:-----

Worksheet unit “2”

Group two

Jigsaw strategy – education for success

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

Finnish Education Minister Tuula Haatainen certainly believes there is. “in Finland, we believe we have to invest in education,” she says. One reason she offers for Finland’s success is that students don’t begin real school until they are 7, and all students between 7 and 16 get the same education. “we don’t divide at an early stage between students who do well and those don’t manage so well”, she explains. “ studies show that it is dangerous to divide too early into different educational paths”.

1- Answer the questions:

2- What is the main idea of the paragraph?

3- Who is Tuula Haatainen ?

4- What is the reason that Tuula offering for Finland`s success?

2- Write the nationality of these country:

Finland:-----

Taiwan: -----

Palestine:-----

Egypt:-----

Iraq:-----

Jordan:-----

3- Find the opposite of these words:

Bad: -----

Similarities:-----

Late:-----

Fiction:-----

Safe:-----

4- Put (T) or (F):

- Tuula thinks clever students should have special lessons ().
- Tuula is a Taiwanese Education Minister ().
- In Finland all students between 7 and 16 get the same education ().
- Studies show that it`s a good idea to divide too early into different educational paths ().

Worksheet unit “2”

Group three

Jigsaw strategy – education for success

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

Like Finland, Taiwan has nine years of compulsory education, after which (in both countries,) students choose either an academic or vocational path. Very few choose to leave school in either country. One important difference, however, is in national tests, which are very important in Taiwan but much less so in Finland.

Can other countries learn from the Finnish and Taiwanese experience? There are surely some lessons that can be learnt as long as we remember that just applying one country’s system to another isn’t a simple solution to all problems.

1- Answer the questions:

1- What is the main idea of the paragraph?

2- How many years of compulsory education in Taiwan?

3- What are the lessons that can be learnt from the texts?

2- Put (T) or (F):

- The national tests are very important in Finland ().
- Many students choose to leave school in Finland and Taiwan ().
- There is compulsory education just in Taiwan ().

3- Complete :

	Taiwan	Finland
Similarities	1- ----- 2- ----- 3- -----	
differences	1- -----	1- -----

Worksheet unit “2”

Group four

Jigsaw strategy – education for success

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

The Secretary of State for Commerce and Industry stressed the important of education for economic growth in a speech yesterday. “improving our education system will give us a generation of citizens who are better qualified to face the challenges of the technological age , as well as competition from low – wage economies in other countries in Asia and Africa,” he explained. “It increases what people can earn, lifts people out of poverty and encourages opportunity.”

He also suggested that the economic health of the country will suffer in future unless more attention is paid to investing in schools and university. “We could easily fall behind,” he said. “ I hope it won` t happen. But unless we invest more, it might.”

1- Answer the questions:

1- What is the main idea of the text?

2- What economic problems does the country have?

3- What does he say are the three ways in which education helps a country`s economy?

2- Choose the correct answer:

1- What is the Secretary Of State`s view of his country`s future?

a- He believes that more money will be invested in education.

b- He thinks the country`s economy will probably improve.

c- He is afraid of economic competition from other countries.

- 2- The type of the text is ----
a- a Newspaper report
b- an online book review
c- a speech
- 3- The text includes a -----
a- Common belief
b- Numbers of salary
c- Quotation from a politician

3-find the meaning of these words:

Emphasized:-----

To accept and manage:-----

Problems:-----

Money earned from working:-----

Makes people want to do something:-----

Opportunity:-----

4-find the opposite of these words:

Increase :-----

Easily:-----

Future:-----

Worksheet unit “2”

Group five

Jigsaw strategy – education for success

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

“Education leads to economic growth” is a belief that senior people in education repeat endlessly, and you might expect Prof. Wells, as a senior academic herself, to join in. Instead, as the title suggests, her book asks some brave questions and arrives at answer that others in the education industry might prefer not to hear. This is not an academic book. It`s essential reading for anyone interested in education (and I hope that means all of us).

Certainly there is plenty of evidence that economic success and education go together: most poor people (and nations) tend to be poorly educated, and most poorly educated people (and nations) tend to be poor. But this doesn`t mean that one causes the other. This is false logic, and is one of several assumptions that Prof. Wells questions.

To be fair, she is obviously not against educated in general. Her main conclusion is that getting more and more students onto university courses (any course, at any university) produces not growth but unemployed graduates. She argues that we should move money away from universities and put it into early- years education instead, to make sure children all know the basic skills needed for life.

4- Answer the questions:

1- What is the main idea of the first paragraph?

2- Why might Andrea Wells` opinion surprise some readers?

3- What is the main conclusion of Wells in education?

4- Why we should put money into early years education ?

5- Put true(T) or false (F):

- There is no relationship between economic success and education ().
- Prof. Wells said that getting more students onto university produces unemployed graduates ().

6- Complete the sentences:

- Most poor people tend to be poorly -----.
- Getting more students onto university courses produces not -----
-----but ----- graduates.
- We should put money into early – years education to make sure children all know the ----- needed for life.

7- Find the meaning of these words:

- Make something again :-----
- Very important:-----
- A lot of:-----
- Equally:-----.

Worksheet unit “2”

Group six

Jigsaw strategy – education for success

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

“Education leads to economic growth” is a belief that senior people in education repeat endlessly, and you might expect Prof. Wells, as a senior academic herself, to join in. Instead, as the title suggests, her book asks some brave questions and arrives at answer that others in the education industry might prefer not to hear. This is not an academic book. It’s essential reading for anyone interested in education (and I hope that means all of us).

Certainly there is plenty of evidence that economic success and education go together: most poor people (and nations) tend to be poorly educated, and most poorly educated people (and nations) tend to be poor. But this doesn’t mean that one causes the other. This is false logic, and is one of several assumptions that Prof. Wells questions.

To be fair, she is obviously not against education in general. Her main conclusion is that getting more and more students onto university courses (any course, at any university) produces not growth but unemployed graduates. She argues that we should move money away from universities and put it into early- years education instead, to make sure children all know the basic skills needed for life.

8- Answer the questions:

1- What is the main idea of the first paragraph?

2- Why might Andrea Wells’ opinion surprise some readers?

3- What is the main conclusion of Wells in education?

4- Why we should put money into early years education ?

9- Put true(T) or false (F):

- There is no relationship between economic success and education ().
- Prof. Wells said that getting more students onto university produces unemployed graduates ().

10-Complete the sentences:

- Most poor people tend to be poorly -----.
- Getting more students onto university courses produces not -----
-----but ----- graduates.
- We should put money into early – years education to make sure children all know the ----- needed for life.

11-Find the meaning of these words:

- Make something again :-----
- Very important:-----
- A lot of:-----
- Equally:-----.

Worksheet unit “3”

Expert sheet –A-

Jigsaw strategy – Take care!

Name:.....

Class:.....

Date:.....

Insurance made clear

Contents insurance is for accidental damage to things in your home like TVs and computers. If you add the cost of repairing or replacing all the technology we have nowadays, you may be surprised. Taking out an insurance policy can be quite cheap and will give peace of mind. You can usually add items that you often take out of house, like mobile phones, cameras and watches.

Answer the questions :

1- The main idea of the paragraph is -----

- a- The importance of insurance
- b- One type of insurance
- c- Insurance policy

2- Complete :

- ----- Is designed to protect the financial well- being of an individual or company in the case of unexpected loss.
- Insurance policy can be quite ----- and will give -----.

3- Find the opposite of these words:

Expensive: -----

delete:-----

Ambiguity :-----

take off :-----

4- Find the meaning of these words:

Price:-----

take out:-----

The absence of mental stress:-----

Worksheet unit “3”

Expert sheet –B-

Jigsaw strategy – Take care!

Name:.....

Class:.....

Date:.....

Personal accident insurance provides you with a tax-free monthly income if you are unable to work due to accidental injury, usually for up to a year. This type of policy is a good choice if you are worried that you wouldn't be able to manage if you lost your regular income because of injury.

Choosing the right insurance policy can take time but if you don't want to waste money, it's important to compare what's on offer. We make the process as easy as possible by listing the best policies from leading insurance companies on one site.

Answer the questions :

1- The main idea of the paragraph is -----

- a- One type of insurance
- b- How to make insurance
- c- Advice for different situations

2- When does personal accident insurance use?

3- Complete :

- Personal insurance provide you with a -----
- The best way to choose the right insurance by listing -----
----- from ----- on one site.

4- Find the opposite :

Expenses:-----

Wrong:-----

won:-----

worst:-----

5- Find the meaning :

Because :-----

Factory:-----

kind:-----

Worksheet unit “3”

Expert sheet –C-

Jigsaw strategy – Take care!

Name:.....

Class:.....

Date:.....

Read the passage

In 19th- century Europe, life was full of danger for both agricultural workers and those who worked in the industrial factories with new machinery. Gradually , under pressure from workers` organizations, governments began to pass laws to improve conditions, and employers now have to take responsibility for the safety of their employees.

Answer the questions:

1- The main idea of the paragraph is -----

- a- Safety regulations
- b- Safety in 19th- century Europe
- c- Workers in Europe

2- Why did governments in 19th- century Europe?

3- Complete:

- There are two types of workers in Europe in this period -----
----- and -----.
- Life in Europe was full of -----.

4- Find the opposite:

Empty:-----

--

safe:-----

5- Find the meaning:

Develop:-----

Make new law:-----

workers:-----

stress:-----

Worksheet unit “3”

Expert sheet –D-

Jigsaw strategy – Take care!

Name:.....

Class:.....

Date:.....

Read the passage

In poorer countries , though, safety regulations are weak and the dangers remain. There is a feeling, usually unspoken, among governments and employers in these countries that safety in the workplace is a luxury that they can't afford , and that safety regulations make businesses less competitive and brings less money.

Answer the questions:

1- The main idea of the paragraph is-----

- a- Safety regulations
- b- Safety in the poorer countries
- c- Dangerous in the workplace

2- Why are workplaces in poorer countries still dangerous?

3- Complete:

- Safety regulations in poorer countries are ----- and ----
----- remains.
- In poorer countries, safety in the workplace is -----.
- Safety in this countries makes businesses less ----- and
brings less -----.

4- Find the opposite:

Richer:-----

dangerous:-----

Strong:-----

more:-----

5- Find the meaning:

Workers:-----

Something that is nice but not necessary:-----

Worksheet unit “3”

Expert sheet –E-

Jigsaw strategy – Take care!

Name:.....

Class:.....

Date:.....

Read the passage

Meanwhile, in richer countries, health and safety regulations have been extended into other areas of life, like transport, schools, hospitals and other public services. In most countries, for example, it is against the law to drive a car without wearing a seat belt. When this law was first suggested, some people believed it should be a matter of personal choice , but it is now accepted that wearing seat belts has many lives.

Answer the questions:

- 1- The main idea of the paragraph is -----
a- Safety in the countries
b- Health and safety regulations
c- Safety regulations in richer countries

- 2- What did some people think about car seat belts at first?

3- Complete:

- Safety regulations have been extended into other areas of life like -----,-----,----- and -----.
- Firstly, people believed that wearing a seat belt is a -----
----- . But now they accepted that wearing a seat belt has -----
-----.

4- Find the opposite:

Poorer:-----

take off:-----

5- Find the meaning:

Spread:-----

protect:-----

Worksheet unit “3”

Expert sheet –F-

Jigsaw strategy – Take care!

Name:.....

Class:.....

Date:.....

over the last 20 years or so , there has been a gradual change in attitude, partly because of regular stories in the popular press about schoolchildren not being allowed to go on school trips or play traditional games in the playground. Some of these stories were not actually true, but still the feeling has grown that government regulation has gone too far, taking away people`s responsibility for their own safety. This may be one reason why there are still only two countries in the world where all cyclists, by law, have to wear helmets. In other countries, governments don`t want to restrict people`s personal freedom.

Answer the questions:

1- The main idea of the paragraph is -----

- a- Safety in the last 20 years
- b- The importance of safety
- c- Stories to deduce dangers

2- What has recently made some people change their minds about safety regulations?

3- Why have most governments not made it compulsory to wear cycle helmets?

4- Find words and phrases in the text that have these meanings.

- a- Slow, not sudden -----

- b- Opinion or way of thinking -----
- c- Newspapers read by many people -----
- d- Put limits on -----

5- Find the opposite of these words:

Prison ----- Totally ----- Forbidden -----

<p><u>Formative evaluation</u></p>	<p>Complete: (demanding – crew– unique – harming – fare– picked up)</p> <p>1– You won` t get the same feeling from any other activity. It` s a ----- experience.</p> <p>2– Young children can be very ----- . They always seem to want something.</p> <p>3– I learnt play the piano without having lessons means ----- .</p> <p>4– The boat sank but all the passengers and --- ----- were saved.</p> <p>5– He only had enough money for the train ---- ----- , with nothing for other expenses.</p>	
<p><u>while reading</u></p>	<p>T. Announces the names of Ss who will work together.</p> <p>Ss. Form six home teams of six students in each.</p> <p>T. asks Ss to open their books at the target lesson.</p> <p>T. reads the whole text to the Ss, and help them to guess the meaning of unfamiliar words, and give a brief summary about the text.</p> <p>T. asks Ss to prepare , and give them an idea about the strategy.</p> <p>T. distributes the text among home teams into six sections A,B,C,D,E,F.</p> <p>Ss. Each students in each home team will take a different section to learn about.</p> <p>T. asks home teams to form expert teams.</p> <p>Ss. Form six students expert teams, so all students who have the same section will meet in an area.</p> <p>T. asks expert teams to start their discussion.</p> <p>Ss. Each expert team will discuss its section in order</p>	<p>15M</p>

	<p>to answer the questions following each sections.</p> <p>Ss. Each student in each expert team will be an expert in the expert`s team sections.</p> <p>T. monitors the discussion to see if all students are participating in the discussion, and to see if there are any difficulties in dealing with the text, and try to facilitate discussions among groups by providing any needed help.</p>	
<p><u>post-reading</u></p> <p><u>Summative evaluation</u></p>	<p>Ss. Expert students return to their respective home teams.</p> <p>T. asks experts in each home team to explain her section to her classmates.</p> <p>Ss. Each expert in each home team explains her section to her classmates.</p> <p>T. monitors to see if all the students are participating.</p> <p>T. provides closure to the lesson by summarizing the main ideas in the text.</p> <p>T. randomly , asks student from each group about her section. So each students responsible for her section</p> <p>T. gives feedback to the students and groups.</p> <p>T. evaluates students by giving them quiz for all the passage.</p> <p>The score of each home team will be the score of each individual in the same home team.</p>	<p>10 M</p> <p>7 M</p>

Worksheet unit “4”

Expert sheet-A-

Jigsaw strategy – Going places

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

“For many young people, being a tour guide seems to be the perfect job, almost like a paid holiday with no expenses. In reality, of course, it can be tiring and stressful having to solve all the problems that arise and deal with the constant demands of the people who have paid money for your services.”

Answer the questions:

1- What is the main idea of the paragraph?

.....

2- Why is the tourist becoming more demanding?

.....

3- How can a tour guide job be tiring and stressful?

.....

Put (T) true or false(F):

- Tourists don't know the basic information about the country that visit it ().
- For many young people, a tour guide seems to be tiring and stressful ().
- A tour guide like a paid holiday with expenses ().
- Tourists are becoming more demanding to know more ().
- It is a good way to know what tourists want to know about visiting country ().

Choose the best answer:

4- “ **due to**” means

- d- As result of
- e- Because of
- f- Contrast of

5- “**Monuments**” means

- d- Buildings that celebrate famous people
- e- Old buildings
- f- Events

6- “ **basic information**” means

- d- General knowledge
- e- Every details
- f- Surface knowledge

Find the meaning from the paragraph:

Great:-----

Career:-----

Cost:-----

Find the opposite of these words:

Imagination:-----

Comfortable:-----

Solution:-----

Stress:-----

Demand:-----

Similar:-----

Worksheet unit “4”

Expert sheet-B-

Jigsaw strategy – Going places

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

In fact, tourists nowadays don't like to be labeled as tourists at all. Today's well – informed ' traveller ' prefers culture, getting under the surface of things, seeing something of the real life of the place they're visiting. This need has led to an increase in the popularity of 'step- on step'. These are people who live in the area and have local knowledge. They take over the tour temporarily and provide the kind of information that the usual tour guide can't offer. “ it's a great way to meet people and give them an introduction to your town or city”, says Moustafa, a step- on guide in Istanbul, Turkey.

Answer the questions:

3- What is the main idea of the paragraph?

4- “tourists nowadays are different at all” explain this sentence?

5- Find the opposite of these words:

Permanently -----

Global -----

Take -----

6- Find the meaning

Type -----

Data-----

Journey -----

Cause to -----

Worksheet unit “4”

Expert sheet –C-

Jigsaw strategy – Going places

Name:.....

Class:.....

Date:.....

Read the passage and answer the questions:

Being a successful step – on guide depends on getting to know what travelers really want. This is something that Moustafa has picked up from experience: “I treat my customers more like students than tourist. But I never lecture them. I don’t want them just to take in whatever I say. I think they`d rather interact with places and people.

Answer the questions:

1- What is the main idea of the paragraph?

2- What is the best way to deal with customers according to Moustafa?

3- Choose the best answer:

1- Being a successful step on guide depend on:

- a- Why travelers really want
- b- How travelers really want
- c- What travelers really want

2- Moustafa is -----

- a- A tourist guide
- b- A traveler
- c- A tourist

- 3- “Customers “ means
- a- Group of tourist
 - b- Group of tourist guide
 - c- Group of places

- 4- **Them** in line 16 refers to:
- a-** Students
 - b-** Tourists
 - c-** Customers

- 5- **Interact** means:
- a- Have a two- way relationship
 - b- Have a one -way relationship
 - c- Have a three –way relationship

5-Find the meaning:

Talk to like a teacher:-----

Have a two way relationship:-----

Learnt without lessons:-----

Worksheet unit “4”

Expert sheet –D-

Jigsaw strategy – Going places

Name:.....

Class:.....

Date:.....

Open page 40 from your book and read passage “ A”

Answer the questions:

1- Deduce meaning of the words from the context

- 1- The best definition of “ **eco-tourism**” is?
- a- Holidays where you don’t stay in hotels and sit on beaches
 - b- Tours where you learn a lot about the geography of the area
 - c- A kind of travel that aims to avoid the negative effects of tourism
 - d- Going to places and living with local people

2- “**Impact**” means

- a- Effect
- b- Result
- c- Reason
- d- Because

3- “**sightseeing**” means

- a- Don’t able to see
- b- Looking at famous things
- c- Seeing surface things
- d- Analyze

4- “**harming**” means

- a- Solving the problems
- b- Giving a solution
- c- Spread peace

d- Causing hurt

2- Put true(T) or false (F):

- The popularity of eco- tourism is decreasing ().
- Travelers try to make sure that their activities harming the environment ().
- Travelers prefer interact with local people and nature than sit on a beach ().

3- Find the opposite:

Decrease:-----

Positive:-----

Global :-----

Teaching :-----

Boring :-----

Worst:-----

4- What is the main idea of the paragraph?

5- Give some examples for eco- tourism ?

1- -----

2- -----

Worksheet unit “4”

Expert sheet –E-

Jigsaw strategy – Going places

Name:.....

Class:.....

Date:.....

Open page 40 from your book and read passage “ B”

Answer the questions:

1- The paragraph is talk about -----

- a- Tourism
- b- Example of eco-tourism
- c- Mediterranean sea
- d- Tourist guide

2- **Read and make notes using these headings:**

- a- Where you go -----
- b- What you can do there -----
- c- Where you stay -----
- d- How long you are there -----
- e- How much it costs -----

3- **Find the synonymy of these words:**

- Opportunity -----
- Effect -----
- Cost -----
- Swim -----
- Taking notes -----
- At an earlier time -----

4- Find the antonym of these words:

- Exclude -----
- Total -----
- Ambiguity -----
- Send -----
- Arrive -----
- Empty -----

Worksheet unit “4”

Expert sheet- F-

Jigsaw strategy – Going places

Name:.....

Class:.....

Date:.....

Open page 40 from your book and read passage “ C”

Answer the questions:

5- The paragraph is talk about -----

- e- Tourism
- f- Example of eco-tourism
- g- Mediterranean sea
- h- Tourist guide

6- Complete the sentences:

- a- Travelling in desert can be by ----- or -----
-----.
- b- Word means not like anything else is -----.
- c- Place without plant, houses, and water is -----.

7- Read and make notes using these headings:

- f-** Where you go -----
- g-** What you can do there -----
- h-** Where you stay -----
- i-** How long you are there -----
- j-** How much it costs -----

8- Find the opposite of these words:

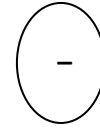
- High -----
- Global -----
- Easy -----
- Death -----
- Modern -----
- Morning -----

9- Give other example for eco- tourism

Evaluation sheet

Jigsaw strategy – Going places

Time / 10 minutes



Name:.....

Class:.....

Date:.....

1- What are the main ideas for the passage?

- a-
- b-

2- Find the synonymy of these phrases

- Because of
- Have a two – way relationship
- For a short time
- Effect
- Money you pay to travel
- Not like anything else

3- Find the opposite of these words:

- High Global
- Permanently
- Easy

4- Choose the best answer:

6- Being a successful step on guide depend on:

- d- Why travelers really want
- e- How travelers really want
- f- What travelers really want

7- Moustafa is -----

- d- A tourist guide
- e- A traveler
- f- A tourist

8- The best definition of “ **eco-tourism**” is?

- e- Holidays where you don't stay in hotels and sit on beaches
- f- Tours where you learn a lot about the geography of the area
- g- A kind of travel that aims to avoid the negative effects of tourism
- h- Going to places and living with local people

9- **harming**” means

- e- Solving the problems
- f- Giving a solution
- g- Spread peace
- h- Causing hurt

10-sightseeing” means

- e- Don't able to see
- f- Looking at famous things
- g- Seeing surface things
- h- Analyze

5- Put true(T) or false (F):

- The popularity of eco- tourism is decreasing ().
- Travelers try to make sure that their activities harming the environment ().
- Tourists don't know the basic information about the country that visit it ().
- For many young people, a tour guide seems to be tiring and stressful ().
- A tour guide like a paid holiday with expenses ().

6- Complete:

(crew – previous – harming –provision –demand – decide)

- 1- In this period of hot dry weather, the ----- for bottled water has increased.
- 2- The boat sank but all the passengers and ----- were saved.
- 3- This organization has responsibility for the ----- of basic food to those who need it.
- 4- It is possible to have a holiday without ----- the environment.
- 5- At the interview they asked about my ----- job.

Worksheet unit “2”

Expert sheet -1-

Jigsaw strategy – taking risks

Read the passage and answer the questions:

Skateboarding is perhaps the most popular of all adventure sports. There are at least 11 million skateboarders **worldwide** (some say it is as many as 20 million). The **majority** are aged under 18.

1- Which is Skateboarding :



2- “worldwide” means:

- a- Around the world
- b- In some countries
- c- In all cities

3- “majority” means:

- a- Some of them
- b- Most of them
- c- No one of them

4- find:

Famous = -----

up to= -----

5- put true or false:

- Skateboarding is used in the most of the countries ().
- Skateboarders are people who watch skateboarding ().

Worksheet unit “2”

Expert sheet -2-

Jigsaw strategy – taking risks

Read the passage and answer the questions:

It involves riding on a board with wheels doing tricks (jumping in the air, sliding down stairs, etc). The most important **trick** is the ‘Ollie’ because it is the one all the others are built on. It is a jump in which the board sticks to the feet as the skateboarder flies through the air.

1-The best title for this paragraph is:

- a- What equipment is needed?
- b- Where can it be done?
- c- What is skateboarding?

2- put true or false:

- A skateboard skim on water ().
- Tricks are an important part of skateboarding ().

3- “trick” means:

- a- A skilful act for fun
- b- A real action
- c- A fiction action

4- find:

Like = -----

essential = -----

Destroyed x -----

Worksheet unit “2”

Expert sheet -3-

Jigsaw strategy – taking risks

Read the passage and answer the questions:

The most important **requirement** is a skateboard, but good trainers are also needed. There is a risk of accidents so safety equipment is required. A helmet should be worn because any **blow** to the head is dangerous. A fall at speed can cause injury so protection for the knees, elbows and wrists is needed.

1-The best title for this paragraph is:

- d- What equipment is needed?
- e- Where can it be done?
- f- What is skateboarding?

2- put true(T) or false (F):

- A skateboard is the most important requirement in skateboarding().
- Helmets can stop accidents ().

3- “blow” means

- a- Hit
- b- A hard hit
- c- Harm

4- “requirement” means:

- a- Something is needed
- b- Consist of
- c- Something isn’t needed

5-Find:

Took off x -----

rise x-----

Tools = -----

demands =-----

Worksheet unit “2”

Expert sheet -4-

Jigsaw strategy – taking risks

Read the passage and answer the questions:

Skateboarding started in the USA in the 1950s and became well-known in the 1970s. It used to be done in the street and in playgrounds, but in 1976 the first skate park was built. Skate parks have steep **slopes** so the skateboarder can gain speed easily. They are the best place to start because there are always other skaters to watch and learn from.

1-The best title for this paragraph is:

- g- What equipment is needed?
- h- Where can it be done?
- i- What is skateboarding?

2- Put true (T) or false (F):

- 1- The first skate park was built in 1970 ().
- 2- Skateboarding became well-known in the 1970 ().

3-why can skateboarder gain speed easily?

4- find the opposite of these words from the text:

Finished:----- Worst:----- Teach:-----

5- “slopes” means:

- a- A piece of land on one level.
- b- A piece of land with one end higher than the other.
- c- A piece of land with a lot of trees.

Worksheet unit “2”

Expert sheet -5-

Jigsaw strategy – taking risks

Read the passage and answer the questions:

The first skate parks opened in Palestine in 2014. Skate JAM, an international sports organization, has opened a park in Gaza and the British group Skate PAL has built one in Zababdeh. There are **plans** to open more skate parks in Ramallah and Nabi Salleh.

1-**The best title for this paragraph is:**

- j- What equipment is needed?
- k- Where can it be done?
- l- What is skateboarding?

2- **put true or false:**

- There are two skate parks in Palestine now ().
- The first skate parks opened in Palestine is in 2012 ().
- Skate PAL is an international sports organization ().

3- **“plans “ mean**

- a- Aims
- b- procedures in the future
- c- ideas

4- **How many cities / countries were mentioned in the text?**

- a- Three
- b- Six
- c- Seven

5- **find:**

Company = -----

Team work =-----

Destroyed X -----

The last X -----

Worksheet unit “2”

Expert sheet -6-

Jigsaw strategy – taking risks

Read the passage and answer the questions:

It involves riding on a board with wheels doing tricks (jumping in the air, sliding down stairs, etc). The most important **trick** is the ‘Ollie’ because it is the one all the others are built on. It is a jump in which the board sticks to the feet as the skateboarder flies through the air.

1-The best title for this paragraph is:

- m- What equipment is needed?
- n- Where can it be done?
- o- What is skateboarding?

2- put true or false:

- A skateboard skim on water ().
- Tricks are an important part of skateboarding ().

3- “trick” means:

- d- A skilful act for fun
- e- A real action
- f- A fiction action

4- find:

Like = -----

essential = -----

Destroyed x -----

Appendix (6) permits

Palestinian National Authority
Ministry Of Ed., & Higher Ed.
Directorate Of Education –Rafah
Planning and Information Department



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم - رفح
قسم التخطيط والمعلومات

التاريخ : 2015/09/07م
الموافق : 23 ذو القعدة 1436 هـ

السادة / مديرو المدارس الثانوية ومديراتها حفظهم الله
السلام عليكم ورحمة الله وبركاته ،،،

الموضوع: تسهيل مهمة بحث

بدايةً نهدىكم أطيب التحيات ونتمنى لكم موفور الصحة والعافية ، وبخصوص الموضوع أعلاه ، يرجى منكم تسهيل مهمة الباحثة / الأء بشير سليم قشطتة والتي تجري بحثاً بعنوان : -
أثر استخدام استراتيجيات (Jigsaw) على تحسين الفهم القرائي ومهارات التواصل لدى طالبات الصف الحادي عشر في رفح - وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في كلية التربية جامعة الأزهر بغزة تخصص مناهج وأساليب تدريس ، وفي تطبيق أدوات البحث على عينة من طالبات الصف الحادي عشر بمدركم .

مع الاحترام والتقدير ،،،

أ. أشرف عبد العزيز عابدين
مدير التربية والتعليم



ختم القسم : م. م.
وزارة التربية والتعليم العالي
مديرية التربية والتعليم - رفح
(قسم التخطيط والمعلومات)

نسخة مع الاحترام:
مديري الدائرة الإدارية والفنية

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Marwa Al-koubi



المحترم

السيد/ مدير التربية والتعليم - رفح

السلام عليكم ورحمة الله وبركاته،،

الموضوع / تسهيل مهمة بحث

نهديكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه، يرجى تسهيل مهمة الباحثة/ الاء بشير قشظة، والتي تجري بحثاً بعنوان: " أثر استخدام استراتيجية jigsaw على تحسين الفهم القرائي ومهارات التواصل لدى طالبات الصف الحادي عشر في رفح". وذلك لنيل درجة الماجستير بكلية التربية تخصص مناهج وطرق تدريس اللغة الإنجليزية، بالجامعة الإسلامية. يرجى من سيادتكم التكرم بمساعدة الباحثة بتطبيق أدوات الدراسة على عينة من طالبات الصف الحادي عشر، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام،،،

أ. مدحت محمود قاسم

نائب مدير عام التخطيط التربوي



نسخة:

- السيد/ وكيل وزارة التربية والتعليم العالي
- السيد/ وكيل الوزارة لشؤون التعليم العالي
- السيد/ وكيل الوزارة المساعد للشؤون التعليمية
- المحترم.
- المحترم.
- المحترم.

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