

The Effect of Jigsaw Strategy on ESL Students' Reading Achievement

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Abstract

It is educationally acknowledged that reading is an important skill for acquiring a second language academically. However, it has been noticed that students' results in reading in the Foundation program in the Community College of Qatar (CCQ) are not satisfactory. This study used a quasi-experimental pre-posttest design to investigate the effect of using jigsaw cooperative strategy on ELS students' achievement in reading comprehension. Convenience sampling of the two classes was used from the female students enrolling in Level 4 reading classes in the Foundation Program in the Community College of Qatar in the fourth quarter of the academic year of 2013-2014. It is a non-probability sampling technique where two classes were selected because of their convenient accessibility to the researcher as the researcher was supposed to teach them reading. The two classes were assigned randomly to two groups: the experimental group (n=16 students) which was taught seven units in Real Reading Textbook via the jigsaw strategy and the control group (n=10 students) which was taught via the traditional strategy-no grouping. Analysis of Covariance (ANCOV) was used to analyze students' scores on the posttest. The results revealed significant differences in favor of the experimental group.

Keywords: cooperative learning, English as a second language, jigsaw strategy, and reading teaching techniques

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