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للنشر العلمى والتميز البحثى

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# Improving preparatory stage pupils' summarising skills through a narrative jigsaw programme

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**Abstract**

This study aimed to investigate the effectiveness of a narrative jigsaw programme in improving preparatory stage pupils' summarising skills. The participants were 60 female pupils in the first year at Alshaheed Ahmed Abdelbaki Preparatory School for Girls, Dairoot, Assiut. The study adopted a quasi-experimental pre-post-test design with two groups. Each group included 30 pupils. The experimental group was taught summarising skills through using the narrative jigsaw programme whereas the control one was taught through traditional methods. The study used a summarising skills test as an instrument to collect data. The findings indicated that there was a statistically significant difference at the level of 0.05 between the means scores of the experimental and control groups in the summarising skills post-test in favour of the experimental group. The results revealed the effectiveness of the narrative jigsaw programme in improving first year preparatory pupils' summarising skills.

**Keywords:** summarising skills, jigsaw strategy, narrative jigsaw strategy

## المستخلص

هدفت هذه الدراسة إلى التحقق من فاعلية برنامج قائم على إستراتيجية الجيكسو القصصية في تحسين مهارات التلخيص لدى تلاميذ المرحلة الإعدادية. كان عدد المشاركات في الدراسة ستين تلميذة في الصف الأول الإعدادي. تبنت الدراسة التصميم الشبه تجريبي القبلي البعدى ذو المجموعتين. تضمنت كل مجموعة عدد ٣٠ تلميذة. تم تدريس المجموعة التجريبية مهارات التلخيص عن طريق برنامج قائم على إستراتيجية الجيكسو القصصية بينما تم تدريس المجموعة الضابطة بواسطة الطرق التقليدية. واستخدمت الدراسة إختبار مهارات التلخيص كأداة لتجميع البيانات. وأضحت النتائج فاعلية برنامج قائم على إستراتيجية الجيكسو القصصية في تحسين مهارات التلخيص لدى تلميذات الصف الأول الإعدادي.

**الكلمات المفتاحية:** مهارات التلخيص، إستراتيجية الجيكسو، إستراتيجية الجيكسو القصصية

## 1. Introduction

Nowadays, reading is one of the significant main receptive language skills. It is the key of getting knowledge and acquiring languages. If a learner wants to learn a specific subject or language, should read more in the demanded discipline. Learning a certain language like English requires communication in real situations that may be extremely difficult to be available for learners. But reading in this language is a great alternative of real situations. Reading allows learners to communicate with a text. That may help learners acquire the language and recognise its arts, heritage, culture and literature. Also, learners can learn the language vocabulary and structure. Reading can develop writing skills for writers because it allows them to recognise different writing styles. Moreover, it reduces one's stress and gives him or her a rest of the life pressure. Thus, it is an essential matter to teach and learn reading skills.

Reading is a crucial means to be conscious of the recent events. It helps a reader face the changes of this current age which is marked by the information and technology explosion. It allows the reader to understand the latest information in the various disciplines around the world like science, medicine, economy and especially education. That may lead to developing the different fields of lifestyle (Keyser, 2021). In addition, it is beneficial to develop the reader's personal life (Harmer, 2007). It helps readers develop their personality and have some personal skills like self-confidence, self-esteem, a sense of responsibility and creativity. It provides the reader with academic and life experiences. Simply, reading a book is like acquiring an experience for the reader. Therefore, reading is considered a basic component of self-learning.

Reading is a communicative, cognitive, interactive comprehensive process. Obviously, a reader communicates with a text. That enables readers to practise cognitive processes like trying to use their prior knowledge to understand the direct meaning of the text, identify the main ideas of the text, recognise the implied meaning and explain the main objectives of the text. These cognitive processes interact and work together through the reading process to help the reader understand the text deeply. In this regard, Bojovic (2010) mentions that reading is the process in which a reader utilises their previous knowledge and the information obtained from a reading text to comprehend the direct and indirect meaning of the text and produce new information. Additionally, National Assessment Governing Board (2008, p. 2) describes reading as “an active and complex process that involves understanding written text, developing and interpreting meaning and using meaning as appropriate to type of text, purpose and situation”. Richards and Schmidt (2010) describe it as a process of reading a text silently or aloud to understand its meaning. That understanding is called reading comprehension. Grabe and L.Stoller (2013) mention that the reading process is uncompleted if the reader does not understand, interpret and analyse the text. In view of the foregoing, the purpose of reading is comprehension.

Reading comprehension is a useful skill. It allows learners to get the meaning of what they read and acquire a deep understanding of the language that they are learning. For instance, Attiyah (2006) mentions that the reading comprehension skill is beneficial in reading what is between the lines; understanding the meaning of a text; summarising the opinions in the readable text; and inferring evidence and arguments through the interaction between the reader and the text. Besides, it can be used in reading whole courses, not only the course related to their mother tongue. In addition to understanding languages, reading comprehension

leads to reading in several school subjects to be understood deeply. Thus, reading comprehension is an essential requirement to learn a language and understand other subjects, such as science, mathematics and social studies.

Reading comprehension is a communicative complex process. The reader communicates with a text and tries to understand the text completely through practising some complex processes. To illustrate that, Grape and L.Stoller (2020) state that the reading comprehension process is the ability to elicit the wanted information from a text and interpret it correctly. Farha and Rohani (2019) describe reading comprehension as a process of integrating the reader's knowledge and the interaction between the reader and the text. Brassell and Rasinski (2008) see that reading comprehension is the process in which the reader grasps the meaning of the reading text completely. Ghafournia (2023) indicates that reading comprehension is a process of getting a deep comprehension of what is read. In conclusion, the researcher describes reading comprehension as a communicative complex process, in which the reader can interact with the text to recognise the writer's intent and opinions and produce new information. Here, the reader uses lower and higher levels of comprehension.

There are different levels of reading comprehension. These levels ranged from easy to difficult (literal, inferential, critical and creative levels). And each level includes some skills. According to Brassell and Rasinski (2008), there are three levels of reading comprehension: Literal Comprehension is the lowest level of reading comprehension. The reader recalls the facts in the text like the names of the characters, time and places and responds to direct questions. Inferential Comprehension is the

second level that indicates the ability of a reader to deduce the inexplicit meaning of a text. Inferential comprehension is more complex than literal comprehension because it requires the integration of information from the text and the reader's previous experience. Critical comprehension is the third highest level in the taxonomy and involves criticising and evaluating the information presented in the text. Furthermore, Nehabah (2013) adds the creative comprehension level which includes proposing solutions for problems in a text, making decisions, summarising a text and forecasting.

Reading comprehension includes various sub-skills. These sub-skills help learners understand a text deeply, such as asking questions, answering questions about the text, guessing the meaning of unfamiliar words, making inferences, giving an opinion about an idea in a text and summarising a text. In this regard, Langan (2010) mentions some reading comprehension sub-skills: realising concepts and giving examples of them; recognising the order of thoughts in a text; suggesting a suitable title for a text; recognising cohesive ties; mentioning the main ideas in a text; having the capability to draft an outline; summarising a text; reading and explaining figures and tables; generating new information from a text; and criticising the ideas on a text.

Summarising is one of the progressive creative reading comprehension skills. It is a higher-level reading comprehension skill. In this regard, Pečjaka and Pircb (2018) clarify that summarising is a higher-order reading comprehension skill that allows learners to comprehend the text more expandingly and it also is a signal of deep understanding. Summarising skills include finding the main meaningful ideas in a text and using the learner's own words to concise the text. In

addition to that, Westby et al. (2010) mention that learners analyse each sentence by looking for keywords and significant details, then they choose the important information and integrate it to form a meaningful summary. The summary is shorter than the original text but is a reflection of the macrostructure of it. Hosseinpur (2015) illustrates that summary production includes a complex interaction between cognitive and metacognitive activities. Kato (2018a) sees that the summary production passes through three steps, including comprehending a text, determining the main ideas of the text and merging the main ideas into a text. The researcher concludes that summarising is an extremely complex skill that the reader needs to master the whole reading comprehension and writing skills to develop it.

Summarising is an essential process. It helps learners remember the important ideas in the text quickly and write them concisely in paragraphs in their own words. That agrees with what Sabouri and Gilakjani (2016) declare that learners can mix information in a certain text to rewrite concisely, in their own words, what the text is about. The summarising process helps a reader remember the text and become aware of the text structure and what is important in the text. Summarising can clarify briefly the steps in a scientific experiment, the stages of writing a research paper, or the events that result in certain important historical events. Summarising can concisely narrate a story's events and illustrate the elements that provoke a character's acts. Thus, Students should be trained to practise this skill from the primary stages to the coming higher stages. Summarising is needed to perceive the text, identify the aim of the text and the significant information in the text and condense this information in the student's own words.



Summarising a specific text needs to follow some procedures. These procedures help learners write a perfect summary of an original text. In this regard, Kintsch and van Dijk (1978), as cited in Pirc and Pečjak (2018), suggest that summarising includes three stages: deletion, generalisation and integration. They also decide some basic rules (macrorules) that help learners combine small items like sentences, phrases and words into macrostructures. The deletion stage includes two rules: deleting unessential trivial information and superfluous information. Then, generalisation includes also two rules (selection and invention) like replacing specific terms with wider concepts. At last, the integration stage has two rules (superordination) to allow learners to join micro-items into a connected inclusive statement. These rules are selecting from a text a main idea statement or writing a main idea statement in the learner's own words. Bazerman (2010) clarifies that there are three steps for choosing the material that should be included in the summary, they are: 1- selection and deletion: a learner selects and highlights the main ideas and the important details and eliminates unimportant information; 2- taking notes: the learner writes notes about the main ideas of each paragraph: and 3- miniaturising: the learner condenses the original text through writing a summary taking in account the logic order of the main ideas and recreating transitions and the structure of the original text.

There are two types of summaries. The first type includes just summarising the information in a text whereas the second one includes information about the text itself like the author, the title, the author's intent, the main idea and the reader's opinion in the text. That is consistent with the opinion of Bazerman (2010, pp. 51-52) who sorts summaries into two types: "Informative summaries adopt the tone of the original full text, simply presenting the information it contains in shorter

form. Descriptive summaries adopt a more distant perspective, describing the original text rather than directly presenting the information it contains.” Illustratively, the descriptive summary includes a complete picture of the original text structure, the author’s name and the title of the text. It is like writing a review about a text or a book. Unlike the informative summary that focuses on the content of the text only.

Summarising includes different sub-skills. These sub-skills help learners produce an effective summary of a text. In this regard, Kato (2018b, p. 76) identifies three sub-skills: finding the main ideas in the original text; rearranging the order of statements logically with examples of integration and connectives which are the global interpretation of the source text; and expressing the accurate information from the original text in their own words. Additionally, Pirc and Pečjak (2018, p. 249) determine three sub-skills: “finding important information in the texts; marking the main ideas; and meaningfully connecting the important ideas into 1–2 sentences”. Abdallah (2018, p.20) mentions four sub-skills: “identifying main ideas; reducing the original text; conducting necessary linguistic changes; and reading and writing styles.” To sum up, the researcher deduces some summarising skills, such as identifying the main events in a short story; deleting unimportant events in a short story; arranging the main events of a short story in a logical order; organising the main events of a short story in paragraphs, writing a concise version of the original short story in their own words; using correct grammatical sentences; using correct word order; using the correct spelling of words; using suitable tenses; and using punctuation marks.

There is a call to use modern learner-centred strategies to teach summarising skills for various educational stages, such as a jigsaw

strategy. The jigsaw is an active cooperative strategy that includes a learner actively in the learning process. The jigsaw, according to Wong and Driscoll (2008), is an active learning strategy that employs both cooperative groups and peer teaching. In the jigsaw strategy, each learner should be active. It is like a jigsaw puzzle, each piece is essential for completing the whole picture successfully. Each learner practises different activities to learn the material and explain it to their classmates in the main group. Those activities include cooperation with others, discussion, reading, writing, listening, speaking and teaching the peer. According to Aziz and Hossain (2010), Gungor (2018) and Ozdmir and Arslan (2016), the jigsaw is one of the cooperative strategies in which learners work in groups to achieve a shared goal. They also assist their peers in comprehending a text. They communicate with other learners in other groups to learn a topic.

The theoretical background of the jigsaw is back to the constructive school. This school depends on the learner's prior experience and the notion that the learner is the maker of knowledge. To illustrate that, Tarhan and Sesen (2012) explain that the jigsaw strategy is based on the constructivist philosophy which states that learning occurs in the mind of a learner. During this process, learners integrate their prior knowledge with new one. Also, if their existing information is different from the scientific concepts, that leads to form misconceptions for learners. Then, learners' misconceptions, according to Taber (2000), can overlap with their learning of correct scientific concepts. Furthermore, Doymus (2008) and Hsu (2008) illustrate that learners in teacher-centred classes cannot achieve an adequate conceptual understanding so learners should be engaged in the active learning environments, such as cooperative jigsaw environment. The researcher concludes that the cooperative jigsaw is one of the active learning strategies that can help teachers set rules in the

classroom, which learners can become busy working all the time. Thus, that reduces the cognitive load or burden for slow learners.

The jigsaw strategy has some principles. These principles are necessary to be followed to make the learning process more effective. Many specialists suggest some principles. For example, Syarifaddin (2011) states five essential factors for conducting the jigsaw strategy: Positive interdependence means that each member of a group should participate and cooperate with other members to fulfil the targeted objective; positive face-to-face interaction: learners should interact with their classmates and their teachers; individual accountability means that each learner is responsible for performing their roles; interpersonal skills: learners should have the skills of treating others; and small group skills: learners should respect their classmates' opinions and accept the diversity of learners' personalities and levels. To sum up, the researcher infers some basic factors that the jigsaw strategy should rely on, like the responsibility of every learner for their own and their classmates' learning ; having the skills of working in groups; respecting and accepting others; and every learner should perform their roles to achieve the main objective.

Some specialists explain the importance of using the jigsaw strategy in the teaching and learning process generally in different school disciplines to develop the learners' achievement, promote cooperation between them to learn better, improve the performance of weak learners and increase the sense of responsibility for the learners' learning and their classmates' learning in the group. In this regard, Aronson (2008) illustrates its usefulness in promoting the learner's learning and academic achievement. More specifically, learners feel satisfied with their learning experience since the jigsaw strategy enables them not only to achieve

good academic performance but also to develop oral communication skills. This is fostered by great participation while being exposed to proper knowledge. In addition, the jigsaw strategy encourages discussion among learners and with their teacher and it also encourages the exchange of roles and information. In addition, Malak (2014) clarifies the importance of the jigsaw strategy to improve learners' achievement, enhance their critical thinking skills, reduce their worry, and teach them structured cognitive information and higher-order thinking skills in Bloom's Taxonomy. Therefore, the jigsaw strategy may save a useful environment for improving reading comprehension. Through which learners can read a text more than once; discuss the text with their classmates in expert groups and then teach it to their classmates in home groups.

The narrative jigsaw strategy focuses on the notion of the interest in teaching and learning a short story and its elements like setting, characters, plot, problems, solutions and themes. It provides learners with the ability to discuss these elements and understand them deeply; and the ability to organise and represent them in various story maps. Story maps are graphic organisers that illustrate the main elements of a short story, such as setting, title, character, plot, problem and solution; and clarify the relationship between these elements clearly. Therefore, the researcher thinks that using the narrative jigsaw strategy may help deepen pupils' understanding of a short story. Consequently, the narrative jigsaw strategy may help improve reading comprehension generally and summarising skills particularly.

In light of the above review of related literature, the researcher attempts to investigate the effectiveness of using a narrative jigsaw programme in improving preparatory-one pupils' summarising skills.

## 2. Literature review

### 2.1 Studies related to reading comprehension and summarising skill

Reading comprehension makes the reading process more active and effective. Summarising is a creative reading comprehension skill. It requires learners to deepen their understanding. Several studies have indicated that many learners, at different educational levels, struggle to comprehend the meaning of the texts to be able to summarise them. Therefore, some researchers have tried to solve those problems by using different modern techniques and strategies. These studies were Abdel-Haq et al. (2019), Ahmed et al. (2021), Ali (2021), Ahmed (2022), Mohammed (2022) and Seifedeem and Diyyab (2023).

Abdel-Haq et al. (2019) determined the effectiveness of an electronic guided reading instruction (EGRI) programme to develop preparatory stage pupils' evaluative and creative reading comprehension skills. The participants were 40 pupils in the 2<sup>nd</sup> year at Al-Shaheed Ahmed Hamid Abdel Dayem preparatory school. The study used a quasi-experimental pre-post-test design with three groups: two experimental groups (group one consisted of 10 pupils and the second group included also 10 pupils) and a control group of 20 pupils. The study used a reading comprehension test to collect data. The results revealed that the effectiveness of the EGRI programme in developing preparatory-two pupils' evaluative and creative reading comprehension skills.

Ahmed et al. (2021) implemented a study aiming to investigate the effectiveness of using short stories in developing preparatory-two pupils' predicting and summarising skills. The participants were 60 female pupils from El-weleda preparatory school for girls. The study used a

quasi-experimental pre-post-test design with two groups: the experimental group (n=30) and the control group (n=30). The study utilised a pre-post reading comprehension test for collecting data. The study showed the effectiveness of using short stories in developing preparatory-two pupils' predicting and summarising skills.

Ali (2021) conducted a study to investigate the effectiveness of using an Electronic Previews (E-previews) programme in improving reading comprehension skills and reading motivation of preparatory-two pupils. The participants were 40 preparatory-two pupils. The study used a quasi-experimental pre-post design with two groups: an experimental group and a control groups. The study instruments included a reading comprehension test and a reading motivation scale to collect data. The results indicated the effectiveness of the Electronic Previews (E-previews) programme in improving reading comprehension skills and reading motivation of preparatory-two pupils.

Ahmed (2022) performed a study aiming at identifying the effectiveness of the POSSE strategy in developing preparatory-two pupils' reading comprehension skills. The participants were 60 preparatory-two pupils. The study used a quasi-experimental pre-post-test design with two groups: an experimental group (n=30) and a control one (n=30). The study utilised a reading comprehension test to collect data. The results showed the effectiveness of the POSSE strategy in developing preparatory-two pupils' reading comprehension skills.

Abo Nada et al. (2022) investigated the effectiveness of a 21<sup>st</sup>-century skills programme in improving grade nine pupils' reading comprehension skills. The participants were 82 nine pupils from Beach Preparatory School for Palestinian refugees in the West Gaza Area. The

study used a quasi-experimental pre-post-test design with two groups: an experimental group (n=41) and a control one of (n=42). The study instruments were an achievement test and a semi-structured interview. Furthermore, the results showed that the students in the experimental group were able to analyse, synthesise, and summarise the text, connect and relate ideas to their lives, and suggest creative solutions for the problems. That showed the effectiveness of the 21<sup>st</sup>-century skills programme in improving grade nine pupils' reading comprehension skills.

Mohammed (2022) examined the effectiveness of using a task-based programme to improve second year preparatory stage students' reading comprehension skills. The participants were 60 pupils in 2<sup>nd</sup> year at the preparatory stage. The study used a quasi-experimental pre-post-test design with two groups: the experimental group (n=30) and the control one (n=30). The study utilised a reading comprehension test to collect data. The results indicated the effectiveness of the task-based programme in improving pupils' reading comprehension skills.

Seifedeem and Diyyab (2023) conducted a study to develop first-year preparatory pupils' reading comprehension skills through project-based learning. The participants were 64 first-year preparatory pupils from Kafr Alashry preparatory school. The study utilised a quasi-experimental pre-post-test design with two groups: an experimental group (n=32) and a control group (n=32). The instrument was a reading comprehension skills test. The results revealed the effectiveness of the project-based learning approach in developing first-year preparatory pupils' reading comprehension skills.



## 2.2 Studies related to jigsaw strategy

The narrative jigsaw strategy was not employed in any research. However, few studies that utilised the jigsaw strategy for improving reading comprehension skills, such as (Ahmada, 2019; Saeed and Gull, 2023; Shaaban, 2006)

Shaaban (2006) investigated the effects of the Jigsaw II cooperative learning model and whole-class instruction on improving grade five pupils' reading comprehension, vocabulary acquisition, and motivation to read. The participants were 44 pupils in grade five. The study used a quasi-experimental post-test-only design with two groups: an experimental group (n=22) and a control one (n=22). The results did not indicate any statistically significant differences between the control and experimental groups on the dependent variables of reading comprehension and vocabulary acquisition. However, the results revealed statistically significant differences in favour of the experimental group on the dependent variable of motivation to read and its dimensions, the value of reading, and reading self-concept.

Ahmada (2019) identified the effectiveness of the jigsaw learning model in developing grade ten pupils' reading comprehension of narrative texts. The study used a quasi-experimental pre-post-test design with one experimental group (n = 30). The instrument was a reading comprehension test. The result showed that teaching reading comprehension through using the jigsaw learning model is effective in increasing students' reading comprehension of narrative text.

Saeed and Gull (2023) carried out a study aiming at screening the effect of cooperative learning on elementary school pupils' reading comprehension. The participants were 70 grade eight pupils at Government girls' high school district, Faisalabad. The study used a

quasi-experimental non-equivalent control group pre-post-test design with two groups: an experimental group (n=35) and a control group (n=35). A reading comprehension test was the instrument of the study. The experimental group was taught through cooperative learning techniques like jigsaw and think-pair-share, whereas the control group was taught through the traditional method. The results indicated the positive effect of cooperative learning (Jigsaw and Think-Pair-Share) on developing elementary school pupils' reading comprehension skills.

Based on the previous related studies, the present study benefited in some points: 1) There is an overwhelming agreement on the need to develop learners' reading comprehension and summarising skills; 2) they helped the researcher identify summarising skills that are suitable for preparatory-one pupils; 3) preparing a summarising skills test; 4) developing a narrative jigsaw programme; 5) there is a need to improve summarising skills among preparatory stage; 6) using a quasi-experimental pre-posttest design with two groups; and 6) these studies led to the development of the narrative jigsaw strategy, which may be a new kind of jigsaw strategies. And it deserves attention in teaching and learning English as a foreign language. More research is essential to assess the effectiveness of the narrative jigsaw strategy in teaching and learning English generally and developing summarising skills in particular. Therefore, it is needed to investigate how the narrative jigsaw programme would help in improving preparatory-one pupils' summarising skills.

### **3. Context of the study**

Based on the researcher's work as an English language teacher at a preparatory school, she observed the preparatory stage pupils' poor performance in reading comprehension skills while correcting and

analysing pupils' works related to reading comprehension and test results. Particularly, this weakness appeared in the inability of pupils to summarise a text in their own words. This can be attributed to utilising traditional teaching methods and the limited time in the classroom. Furthermore, the large number of pupils in the classroom leads to the teachers' inability to include the entire class in real interactions. Moreover, the researcher carried out informal personal meetings with five English language teachers in the preparatory cycle to check out the existence of this problem. They said that most of their pupils had low experiences in summarising skills, such as understanding what a reading text means; determining the main ideas of the text; arranging this main idea logically; using alternative synonyms and antonyms of words through summary; utilising suitable cohesive ties; using correct grammatical sentences; and writing correct spelling and grammar.

Several previous studies and research papers indicated the weakness of preparatory-stage pupils in summarising skills, such as (e.g., Abdel-Haq et al., 2019; Abo Nada, 2022; Ahmed et al., 2021; Ali, 2021; Mohammed, 2022). They recommended using different modern methods to develop reading comprehension generally and summarising skills in particular for preparatory stage pupils. Thus, based on reviewing these studies, the researcher has become certain of the existence of the problem in the literature.

To empirically validate the existence of the problem, the researcher conducted a pilot test in summarising skills that was administered to 30 pupils in the 1<sup>st</sup> year at Ashaheed Esam-Edeen Aamer preparatory school. The results revealed their weak levels in summarising skills like identifying the main ideas in an original text; deleting unimportant information in the original text; arranging the main ideas of the text

logically; organising the paragraphs; writing a correct grammatical sentence; using suitable cohesive ties; using correct word order; using their own words; using alternative synonyms and antonyms of words; reducing the original text size to quarter; using correct punctuation; and using the correct spelling of words.

Therefore, through the researcher's observation, review of literature and the pilot study, the researcher could identify the problem: i.e. the weak levels of preparatory-one pupils' summarising skills. Moreover, she has recommended improving some summarising skills that are suitable and necessary for preparatory-one pupils through using a narrative jigsaw programme.

#### **4. Statement of the problem**

The problem of the study was that preparatory-one pupils at Ashaheed Essam-Edeen Aamer preparatory school in Dairoot, Assiut are very weak at summarising skills. Therefore, the researcher thinks that using a narrative jigsaw programme would hopefully help those pupils improve their summarising skills.

#### **5. Aim of the study**

The present study aimed to identify the effectiveness of using the narrative jigsaw programme to improve preparatory-one pupils' summarising skills.

#### **6. Question of the study**

**The present study attempted to answer the following question;**

- What is the effectiveness of using the narrative jigsaw programme to improve preparatory-one pupils' summarising skills?

## 7. Hypothesis of the study

There would be a statistically significant difference at the level of 0.05 between the means scores of the experimental and control groups in the summarising skills post-test in favour of the experimental group.

## 8. Significance of the study

**The present study is expected to be significant for the following considerations:**

### **For pupils:**

1. Developing preparatory-one *pupils'* summarising skills and improving reading instruction at the preparatory stage;
2. Strengthening and fostering preparatory-one *pupils'* positive attitudes towards summarising skills in particular and learning English as a foreign language generally through involving them in cooperative learning activities that can develop a deep understanding and meaningful learning; and
3. Improving *pupils'* performance inside and outside the class and increasing their motivation to participate in other reading activities.

### **For teachers:**

4. Providing *teachers* with a new strategy (i.e. the narrative jigsaw strategy) in teaching summarising skills in particular and reading comprehension in general; and
5. Encouraging *teachers* to improve the summarising skills for preparatory stage pupils.

### **For Course designers:**

6. Stimulating *course designers* to develop English language courses by using the narrative jigsaw strategy in summarising skills instruction in particular and English language instruction in general.

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## For researchers:

7. Inspiring researchers to use the narrative jigsaw strategy for developing the four main language skills of EFL learners and use it in different disciplines at various educational stages, with the possibility of benefiting from the research tools in new studies.

## 9. Delimitations of the study

The present study was delimited to the following:

1. A group of 60 preparatory-one pupils at Ashaheed Ahmed Abdelbaki preparatory school for girls, Dairoot Educational Administration in Assiut during the second semester in the school year 2022/2023.
2. The summarising sub-skills which are suitable and necessary for preparatory-one pupils. They include: (identifying the main events in a short story; deleting unimportant events in a short story; arranging the main events of a short story in a logical order; organising the main events of a short story in paragraphs; writing a concise version of the original short story in their own words; using correct grammatical sentences; using correct word order; using the correct spelling of words; using suitable tenses; and using punctuation marks).

## 10. Definitions of terms

### 10.1 Summarising skills

Richards and Schmidt (2010, p. 573) defined Summarising skill as “the ability of writing a brief statement of the main ideas in a text or passage. A summary is often produced while or after reading something.”

Cambridge Dictionary (2019) defined summarising skill as the ability of presenting a short statement that explains the main idea or facts for something written, such as a report, a story, or any written text.

Operationally, the researcher defines summarising skills as the abilities of preparatory-one pupils to identify the main events in a short story; delete unimportant events in a short story; arrange the main events of a short story in a logical order; organise the main events of a short story in paragraphs; write a concise version of the original short story in their own words; use correct grammatical sentences; use correct word order; use the correct spelling of words; use suitable tenses; and use punctuation marks. It is measured by using a reading comprehension test for summarising skills.

### **10.2 Jigsaw strategy**

Wardhani et al. (2014, p.3) defined the jigsaw strategy as “a kind of cooperative learning task that requires learners to communicate with each other in order to fill in missing information and integrate it with other pieces of information.”

Operationally, the researcher defines the jigsaw strategy as a type of cooperative learning that depends on task division. The teacher divides preparatory-one pupils into main groups that consist of 5-6 pupils. S/he divides the task into sub-tasks, assigning each pupil in one home group a different sub-task. Later on, the pupils who have the same sub-tasks meet together in expert groups to discuss and learn their sub-tasks. After that, the teacher asks them to return to their main groups to teach their teammates their sub-tasks. The learning is measured by giving the pupils an individual test.

### **10.3 Narrative jigsaw strategy**

Operationally, the researcher defines the narrative jigsaw as a new type of jigsaw strategy, which uses a narrative text to teach summarising

skills. And it is a combination of the jigsaw strategy and the story maps strategy. The story maps strategy may be used as a preamble and an assistant for the jigsaw strategy in teaching narrative texts to deepen the preparatory-one pupils' understanding of the elements of the short story. Then, the short story is divided into different parts; and the teacher distributes one part for each pupil in a home group. After that, pupils who have the same part meet in an expert group to discuss these parts. Finally, they teach these parts to the entire class or their classmates in the home group. Story maps also may be used as an assessment tool.

## **11. Research methodology**

### **11.1 Design of the study**

To achieve the aim of the present study, the researcher utilised the pre-post quasi-experimental design with two research groups: an experimental group of 30 pupils and a control group of 30 pupils. Both homogenous groups were first pre-tested using the reading comprehension test. Then, the experimental group was taught summarising skills through using the narrative jigsaw programme (NJP) while the control group was taught summarising skills through the traditional method and the first-year school book. After that, the two groups were post-tested using the same instrument. Finally, the results were calculated.

### **11.2 Participants of the study**

The participants of the present study were 60 preparatory-one female pupils at Alshaheed Ahmed Abdelbaki preparatory school for girls, Dairoot Educational Directorate, Assiut Governorate. They were selected randomly from among a large population at the school and were



divided into two research groups: the experimental group of 30 pupils and the control group of 30 pupils. They had poor experience in summarising skills. Their ages ranged from twelve to thirteen years old. They all live in Dairoot. They have been learning English since primary-one. They had the same linguistic background. They came from almost the same socio-economic background. Thus, the participants were homogenous.

### 11.3 Variables of the Study

The variables of the study were:

- **The independent variable:** a narrative jigsaw programme.
- **The dependent variable:** summarising skills.

### 11.4 Materials and instruments of the study

The researcher prepared the following materials and instrument

#### (A) Materials

A narrative jigsaw programme included the following:

- A Teacher's guide
- A pupil's book

#### (B) The instrument

A pre-post summarising skills test for preparatory-one pupils.

### 11.5 The narrative jigsaw strategy

The steps followed in the narrative jigsaw strategy were:

- **The first stage:** The teacher began with brainstorming activities to attract the pupils' attention. Then, some pupils were assigned to read aloud the short story. After that, the pupils were divided into home groups.

- **The second stage:** Each home group was assigned to draw a story map for the determined elements of the short story or the answers to the required questions. Each group cooperated to do this activity. After twenty minutes, the teacher collected the worksheets from the groups, plastered them on the board and evaluated them.
- **The third stage:** The teacher divided the short story into different parts and distributed one different part to each pupil in each home group. The pupils who had the same part were invited to meet in one expert group. The teacher asked each expert group to read their parts deeply; discuss them; and answer the requested questions. During the activity, the teacher monitored the groups and helped them if it is needed. Each pupil in the expert group was expected to understand their parts profoundly.
- **The fourth step:** The teacher asked the pupils to return to their home groups to explain and summarise their parts for their teammates; or the teacher chose some pupils to deliver presentations or a summary of their parts in front of the entire class. The teacher asked the pupils to evaluate their classmates; then the teacher gave a suitable feedback on the pupils' answers to questions, their summaries or presentations. Finally, the teacher gave the pupils a lesson evaluation and asked the pupils to answer the questions.

### 11.6 Procedures of the study

To answer the question of the study, the researcher followed these steps:

- 1- reviewing literature and previous studies related to research variables including jigsaw strategy and summarising skills;

- 2- preparing a list of some summarising skills for preparatory-one pupils to be validated by some specialised jury members and edited in the light of the jury's recommendations and suggestions:
- 3- designing a narrative jigsaw strategy-based programme including objectives, content, activities and evaluation techniques to be validated by some specialised jury members and modified in the light of their recommendations and suggestions;
- 4- preparing student's book and teacher's guide for a programme to be validated by some the specialised jury members and modify them in the light of their recommendations and suggestions;
- 5- preparing a summarising skills pre-post test to measure the cognitive side of some summarising skills for preparatory-one pupils to be validated by some specialised jury members and edited in the light of their recommendations and suggestions;
- 6- piloting the research tools to test their validity, reliability and calculate the allocated time for them, and modify them based on the pilot study results.
- 7- selecting randomly the experimental and control groups among preparatory-one pupils;
- 8- administering the summarising skills pre-test;
- 9- teaching the narrative jigsaw strategy-based programme to the experimental group and using traditional methods to teach the control group;
- 10- administering the summarising skills posttest;
- 11- calculating the differences by using the appropriate statistical techniques;

12- presenting the results, analyze, interpret and discuss them; and

13- stating a set of recommendations and suggestions for further future research in light of the results of the study.

### **11.7 The Summarising skills test**

The researcher prepared the test to measure preparatory-one pupils' summarising skills. The test consisted of one question which is: -read and summarise the given short story within four sentences in your own words.

### **11.8 Scoring the test**

Regarding scoring the test, the researcher prepared a key answer for the test that includes a rubric and the determined score of each item. The total score of the summarising skills test was determined 24 marks. The researcher and two English language teachers rated the answers of participants.

### **11.9 Instructions of the test**

The test included some instructions, which were written in simple English to be suitable for preparatory-one pupils' linguistic backgrounds and easy to comprehend. They involved details regarding the test objectives; its elements, the time allocated for answering and its overall score.

### **11.10 Validity of the test**

To examine the validity of the summarising skills test, it was submitted to 9 jury members specialised in TEFL to test the following items:

- a) Reflection of the test items to the aim of the study.
- b) Clarity of the test items.
- c) Relevance of the test items to the desired summarising sub-skills.
- d) Suitability of the test items to the linguistic background of preparatory-one pupils.

Most of the jury members suggested changing the form of the question from (summarise the short story within five sentences in your own words) to (read and summarise the given short story within four sentences in your own words). The researcher agreed and modified it according to their recommendations. The jury members concurred that the final version of the test was generally valid.

### **11.12 Reliability of the test**

The researcher calculated the reliability of the test through using the Alpha-Cronbach equation. The value of the reliability coefficient is 0.776. This high value confirms the stability of the test.

## **12. Results of the study**

### **12.1 Pretesting:**

The researcher pretested both the experimental and control groups. After administering the summarising skills pre-test for two groups, the independent sample t-test was used to calculate the differences between the mean scores of the control and experimental groups before applying the narrative jigsaw programme (NJP) to the experimental group (see Table 1).

**Table 1**

**T-test value between the mean scores of the experimental and control groups in the pre-administration of the summarising skills test.**

Skill	Groups	Number of Pupils	Means of scores	Standard deviation	Degree of freedom	t-value	Sig (2-tailed)
Summarising a short story.	experimental	30	2.66	1.39	58	0.79	Non-Sig
	control	30	2.99	1.84			

As appeared in Table 1, the mean score of the control group in the summarising skills pre-test is 2.99 and the mean score of the experimental group in the same test is 2.66. The two groups are close in the mean scores. That means that the two groups are homogenous. These two low mean score values indicate that the two groups have poor experiences in summarising skills. Additionally, the t-test value is not statistically significant at the level of 0.05, which means the following:

- There were no statistically significant differences at the level of 0.05 between the mean scores of the experimental and control groups in the summarising skills pre-test. Thus, the two groups were homogenous.

### **12.2 Treatment:**

The researcher taught summarising skills to the experimental group through using the narrative jigsaw programme whereas the control one was taught the summarising skills through traditional methods.

### **12.3 Post-testing:**

After applying the programme, to verify the research hypothesis, the researcher administered the summarising skills post-test for both the experimental and control groups. Then, the researcher calculated the

mean scores of the two groups' results in the post-test. After that, she used the independent sample t-test to check if there is a significant difference between the mean scores of both the control and experimental groups in the post-test. At last, the researcher used Etta's square equation to calculate the effect size of the programme (NJP) (see Table 2).

**Table 2**

**T-test value between the mean scores of the experimental and control groups in the post-administration of the summarising skills test and Etta's square value.**

Skill	Groups	Number of pupils	Means of scores	Standard deviation	Degree of freedom	T-value	$\eta^2$	Effect size
Summarising a short story.	experimental	30	7.84	2.30	58	7.81*	0.51	large
	control	30	3.99	1.40				

The total score is 24 marks

(\*T-value is significant at the level of (0.05)

As shown in Table 2, the mean score in the post-test of the experimental group is 7.84, whereas the mean score in the same test of the control group is 3.99. That means that the level of the experimental group surpassed the control group level in summarising skills. The t-test value between the experimental group and the control group in the summarising skills becomes 7.81, which is statistically significant at the level of 0.05. Additionally, the value of Etta's square for summarising skills is 0.51. That refers to the large effect of the programme. These results indicate that using the narrative jigsaw programme (NJP) is more effective than the traditional methods in improving the first-year preparatory pupils' summarising skills.

### 13. Discussion

Depending on the statistical findings of this study, the researcher found evidence of an improvement in the summarising skills for the experimental group participants who were taught through the narrative jigsaw programme, in comparison with the control group participants who were taught summarising skills through conventional methods. That can be attributed to: the narrative jigsaw programme provided the experimental group with active cooperative activities. For example, the drawing story map activity allowed the participants in each group to discuss the elements of the short story and draw different story maps. These story maps helped participants identify the main elements and events of the short story. That helped participants summarise the short story. In addition, every participant had a role that was necessary to perform to complete the whole task. Each participant was responsible for her learning and her classmates' learning in her home group. Participants in an expert group discussed and understood their parts deeply to summarise them; and then deliver a presentation them in front of the classroom or to their classmates in their home group. In this strategy, the teacher divided the short story into parts that helped participants deepen their understanding of their parts. The researcher observed that there were good pupil-teacher communication and pupil-pupil communication, which were useful for participants to understand the information from different sources. The programme used interesting short stories. The teacher always gave participants a suitable feedback on their answers. Thus, the programme allowed the experimental group participants to have an enjoyable learning atmosphere, which in turn helped the pupils develop their summarising skills compared to the boring atmosphere of traditional methods.



Based on the results, the present study agrees with the studies of Abdel-Haq et al. (2019), Ahmed et al. (2021), Ali (2021), Ahmed (2022), Abo Nada (2022), and Mohammed (2022) that modern strategies are far more effective than conventional methods in developing preparatory stage pupils' summarising skills. Additionally, the results of the present study are consistent with those reported in the study of Saeed and Gull (2023) in using a quasi-experimental pre-post design with two groups and confirming the superiority of the performance of the experimental group, who was taught through the jigsaw programme, in reading comprehension generally and summarising skills particularly, over the control group who was taught through traditional methods. Additionally, the results of the present study coincide with those reported in the study of Ahmada (2019), which used a pre-post-test design with one group that confirmed the effectiveness of the jigsaw strategy in developing reading comprehension skills generally and summarising skills particularly. The results of the present study disagree with those reported by the study of Shaaban (2006), which indicates that the jigsaw strategy is not effective in teaching reading comprehension skills and especially summarising skills.

#### **14. Conclusion**

Based on the results of the study, it was confirmed that the narrative jigsaw programme was effective in improving preparatory-one pupils' summarising sub-skills, compared to using traditional methods to teach summarising sub-skills. The programme was effective in improving summarising skills like identifying the main events in a short story; deleting unimportant events in a short story; arranging the main events in

a logical order; organising the main events in paragraphs, writing a concise version of the original short story in their own words; using correct grammatical sentences; using correct word order using the correct spelling of words; using suitable tenses; using punctuation marks.

## 15. Recommendation

**In the light of the study results, the researcher recommends the following:**

- Preparatory-one pupils should be trained to use the narrative jigsaw strategy to improve their summarising skills.
- Preparatory-one teachers should be trained on how to use the narrative jigsaw strategy to teach summarising skills.
- Preparatory-one teachers should be trained on how to use other modern strategies and technology to teach summarising skills.
- Course designers should include the narrative jigsaw strategy in preparatory-one English courses to teach summarising skills particularly and other reading comprehension skills generally.

## 16. Suggestion for further future research:

**Based on the study results, the researcher suggests the following implications for further future research:**

- Using blended learning to develop first-year preparatory pupils' summarising skills.
- Using the narrative jigsaw strategy to develop preparatory stage pupils' creative reading comprehension skills
- Using the narrative jigsaw strategy to develop preparatory stage pupils' presentation skills in English.
- Using the jigsaw narrative strategy in developing preparatory-one pupils' communication skills.
- Conducting a descriptive study about preparatory-one pupils' perceptions towards using the narrative jigsaw strategy in improving summarising skills.

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