

**An-Najah National University
Faculty of Graduate Studies**

**The Impact of Group Learning on 8th
Graders' Achievement in English Reading
Comprehension at Governmental Schools
in Tulkarm District**

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The Impact of Group Learning on 8th Graders' Achievement in English Reading Comprehension at Governmental Schools in Tulkarm District

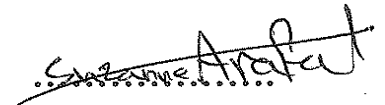
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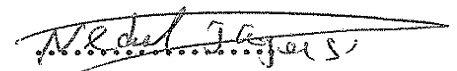
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Dedication

I dedicate my work to the endless mercy, my mother (Fatima), with heartfelt gratitude for her love, support and encouragement.

Throughout my life, she has been caring about me and prays silently in her heart which I am truly grateful. You are the kindest heart I have ever known.

To my loving father (Awad) who supported and motivated me all the time. I appreciate your endless support and your patience all my study time.

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الإقرار

انا الموقعة ادناه مقدمة الرسالة التي تحمل العنوان:

The Impact of Group Learning on 8th Graders' Achievement in English Reading Comprehension at Governmental Schools in Tulkarm District

أثرُ التعلُّمِ في مجموعاتٍ على تحسينِ مستوى التحصيلِ في مهارةِ القراءةِ الاستيعابيةِ عندَ طلبةِ الصفِّ الثامنِ في المدارسِ الحكوميةِ في محافظةِ طولكرم

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد وأن هذه الرسالة، أو أي جزء منها لم يقدم لنيل أي درجة علمية أو لقب علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work and has not been submitted elsewhere for any other degree or qualification.

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Abstract

The main objective of this study was to investigate "The Impact of Group Learning on 8th Graders' Achievement in English Reading Comprehension at Governmental Schools in Tulkarm District". To achieve this objective the researcher applied a quantitative descriptive approach and quasi-experimental methodology. The researcher used numbered heads strategy during the implementation of the group learning strategy. The study was conducted on the 8th grade students at Ibrahim Al-Khawaja Secondary School for Girls during the scholastic year 2019-2020. The researcher used (pre and post) reading comprehension tests to collect the needed data. The sample of the study consisted of 44 female students. Both the experimental group (22) and the control group (22) were given the same (pre and post) reading comprehension tests, but only the experimental group was taught through a group learning strategy.

The results of the study showed that students had better academic achievement in English reading comprehension skills after learning by using a group learning strategy. Moreover, they had positive attitudes toward group learning. In the light of these results, the researcher

recommended EFL teachers to integrate the group learning strategy in English lessons in teaching reading comprehension. According to the findings of the current study, the researcher offered some important recommendations for further studies, students, parents, English teachers, and the Ministry of Education.

Chapter One
Introduction and Theoretical
Background

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Currently, Gibson (2009) asserted that living in a modern life which is full of overflow information, reading is a way to get benefit from this information, also, it is considered as an essential individual product that is used in the whole life to determine the people ability to understand, interact and react to a large amount of knowledge they are exposed to. Reading is an important medium for mothers, fathers, doctors, engineers, educationalists, taxi drivers, builders, teachers, learners and accountants in all domains of daily life, which makes them successful to understand the messages of the mother language and other languages they may deal with.

Brown (2011) discussed that the four integrated Language skills: reading, listening, writing and speaking, are important elements in the beneficial learning process. Academically, once students acquire and use these skills properly, this helps them to produce the language correctly, understand better, communicate effectively, comprehend the language and think critically. The reading skill is considered one of the most important four integrated language skills that must be acquired as early as possible. The reading skill is not a matter of decoding written letters or identifying single letters, but it is the students' ability to read, understand, recognize and construct meaning from a written text.

Manor and William (2003) claimed that the traditional classroom environment seems to be not effective to improve the students' reading skills, therefore, group learning can be used as an efficient strategy to breakthrough traditional context of teaching the reading skills . Mostly, the traditional ways of language teaching, do not give students enough chances to improve their reading skills , they do not focus on the actual use of the language, but focus on teaching written texts through traditional ways which make students feel bored and not interested in their leaning, by asking them to memorize words, phrases and sentences, explaining grammatical items directly, asking them to read and answer questions. By doing so, students do not have language practice in the classroom and their role has changed from active to passive.

According to Wasley (2006) who stressed the essential role of cooperative learning; there is a considerable pedagogical change in terms of teaching and learning process. Active learning is an essential aspect of pedagogical change. Group learning, as a pedagogical tool, is an important aspect of active learning theory and practice. Many educationalists suggest that when students are given chances to participate in group learning, actively engaged in their learning, share their ideas and listen to others, they can get better results. Students, who are involved in the classroom activities, participate and interact with their classmates, can learn actively and effectively and are more satisfied with their learning.

Additionally, referring to Murphy, Mahoney, Chen, Mendoza-Diaz and Yang (2005), group learning helps students to acquire and develop suitable skills to work within teamwork at the level of classroom, school and when they get a job in the future, it will help students to be ready for their future career. Working within groups helps students to be equipped with the 21st century skills, at the same time improving their learning academic performance. It is a wonderful teaching tool which incorporates social interaction with academic achievement, where students are able to socially interact with other students as well as teachers. They work together to expand their knowledge and get benefit from each other; therefore, students can enrich their learning experiences by interacting with others and benefiting from one another's strength which increases the student's ability to absorb information more effectively and improve learning results.

1.2 Theoretical Background

Constructivists Learning Theory: Cognitive constructivism and social constructivism:

According to the social constructivism principles, the learning environment and social atmosphere are important factors to encourage social interaction, through which students can control their learning. By doing so, learners can interact with the environment, use their previous knowledge to construct new concepts. Collaborative and cooperative learning are considered in the active learning process when learners are

provided with opportunities, a comfortable environment and various activities to encourage them to construct their knowledge through exchanging their ideas, experiences, attitudes and beliefs (Piaget and Inhelder, 1969 & Vygotskiy, 1978).

Additionally, Vygotsky (1978) added that the learning process is a social active process through which individual development can be achieved. Learners are active participants in teaching and learning; they create knowledge based on their experience and can construct rather than receive knowledge. Constructivism theory is based on collaboration and cooperation; learners are engaged in authentic learning situations where they are given opportunities to ask for information, discuss, argue, compare, share their ideas and work collaboratively to explore and activate the high mental process. Therefore, group learning is considered as a strategy to achieve individual development by promoting warm atmosphere, interaction, motivation and participation among learners.

According to Vygotsky's (1978) theory, the concept "the Zone of Proximal Development-problem-solving skills", has three categories: general assumption, assistance assumption and potential assumption. It is defined as the distance between the potential development and the actual development as determined through problem-solving under adult guidance or in collaboration with more capable peers, or what a child can do in collaboration today, he will be able to do independently tomorrow.

The constructivists Piaget and Inhelder (1969) and Vygotskiy (1978) assumed that knowledge development takes place through active engagement of the learners in their learning. Vygotsky believed that the learning process is a social active process. Piaget theory focuses on learner's cognitive development that can be achieved through actual interaction between the components of the learning process. The learner's role in the learning process is a vital component, learners can construct new knowledge based on their previous experiences through their participation, interaction, active engagement and collaboration with others.

The teacher's role is the most important since the teacher should be a guide, a facilitator, a supporter who encourages the learners to share their culture, express different opinions, express their personal experiences, and create their knowledge based on previous personal experiences during collaborative learning. Vygotsky's theory focuses on the learning activities that should be chosen carefully based on the learning goals, learners' ability, academic level, interests; therefore, learners actively engaged in their learning, perform learning tasks and problem -solving skills through social interaction, collaboration and cooperative learning (Weeger and Pacis, 2012).

1.3 The statement of the problem

Being an English teacher in primary and secondary schools and educational centers in Tulkarm district, the researcher relatively noticed

widespread comprehension problems among the students. Most students face difficulties in understanding the reading texts and comprehending information included in the texts. These problems are due to the use of the traditional ways of teaching the reading texts, this means that students learn using the same way all the time which makes them uninterested in content and create a boring classroom environment. As a result, in an attempt to help students to solve these problems, the researcher conducted this study.

1.4 Objectives of the study

The main aim of this study is to investigate the impact of group learning on student's achievement in reading comprehension in English language in governmental schools in Tulkarm district during the second semester of the scholastic year 2019-2020.

1.5 Questions of the study

This study attempts to answer the following research question:

What is the role of group learning on students' achievement in reading comprehension in English language in Tulkarm district?

Based on the main question there are three sub-questions:

- 1- What is the impact of group learning on improving the students' understanding ability according to Bloom's Taxonomy?
- 2- What is the impact of group learning on improving the students' application ability according to Bloom's Taxonomy?

3- What is the impact of group learning on improving the students' analysis ability according to Bloom's Taxonomy?

1.6 Hypotheses of the study

- 1- There are no statistically significant differences at ($\alpha=0.05$) level between the experimental group and the control group post -test results due to the teaching method variable.
- 2- There are no statistically significant differences at ($\alpha=0.05$) between the experimental group and the control group post -test results for the students' understanding ability attributed to using group learning .
- 3- There are no statistically significant differences at ($\alpha=0.05$) between the experimental group and the control group post -test results for the students' application ability attributed to using group learning .
- 4- There are no statistically significant differences at ($\alpha=0.05$) between the experimental group and the control group post -test results for the students' analysis ability attributed to using group learning .

1.7 The significance of the study

This study is important because the researcher noted that most of the activities for the reading texts in the Palestinian curriculum start with work in pairs to answer the following question; or work in a group of three or four to discuss the following. Therefore, this study is a step to encourage the teachers to use the group learning strategy in teaching the reading texts.

It is beneficial to the Palestinian educationalists, teachers as well as students to let them get enough knowledge and information about the role of group learning as an effective tool to improve the English reading comprehension skills.

Therefore, the researcher decided to carry out this study to shed more light on this important topic, the study will be beneficial in terms of clarifying the role of group learning on student's achievement in the reading comprehension in English language and promote a kind of respect, love, understanding and cooperation between students and teachers.

1.8 Limitations of the study

The scope of the study is limited in terms of the following aspects:

- 1. Locative Limitation:** Secondary girls schools in Tulkarm district.
- 2. Temporal Limitation:** This study was carried out during the second semester of the scholastic year 2019-2020.
- 3. Human Limitation:** The population of the study is limited to the 8th female graders(1870) at public secondary girls schools in Tulkarm district.
- 4. Topical Limitation:** The study investigates the impact of group learning in improving 8th grade Student's achievement in reading comprehension in English language.

1.9 Operational Definitions of terms

1. Group learning: For the purpose of the study, group learning strategy is a structured, organized systematic pedagogical strategy, in which students learn in small groups of four or five students. Students are responsible for their learning and the other student's learning in the same group. It is a student-centered, teacher-facilitated strategy through which students acquire the required content, practice the skills needed, expand their knowledge and improve problem solving skills.(Zarei and Keshavarz, 2011).

As for the researcher, group learning is a method where students produce their learning together, enrich their learning with others, share their knowledge with others, cooperate and interact with each other in the same group and clarify ideas, views and opinions through their discussion; it therefore improves their reading comprehension skills via interpretation of ideas and assessment of other students' views and thoughts.

Reading Comprehension skill: Successful reading based on the construction of meaning according to the general shape of the written text. For students, to read successfully they should not focus on understanding all the words, but they need to understand some words and use their previous knowledge to make sense and get the ideas of the text they are reading. Since the reader cannot interact with the writer of the written text because he/she is not available, the direct interaction will be between the

reader and the available written text. The reader can interact with the written text effectively by understanding the writers' ideas and catching the information included in the text (Hyland, 1990).

As for the researcher, reading is the process of reading letters, phrases, words or sentences. The reading comprehension skill is the students' ability to read, understand, recognize, construct meaning from a written text, see the relationship of ideas and determine the basic idea.

2. **8th graders:** They are the students in grade 8 within Tulkarm governmental schools in Palestine. They are about 13 years old.
3. **Numbered heads strategy:** It is a strategy that was used during the group learning implementation. It took little preparation and can be easily adapted to any group learning. As early as possible, the teacher provided norms for learning in groups and assigned members within groups. Each member in the group was given a particular number, the teacher provided new reading text, then he said " put your heads together", they were given particular time to learn together, share their ideas, give their answers to their group, make sure that all group members got the new knowledge, but one student was chosen to be the presenter for his group in front of the whole class. This strategy made group leaning members more easily to work together and more organized. This strategy results in engaged ,motivated members, memorable and valuable lessons. (Hartati, 2018).

1.10 Summary

In this chapter, the researcher dealt with the basic components of this study in terms of presenting the introduction in the beginning in order to present the subject of the study to the reader, presenting some learning theories such as cognitive constructivism and social constructivism which ensured the importance of group learning in enhancing the teaching and learning process. The researcher specified the problem of the study, objectives of this study, and the questions of the study. Furthermore, the researcher specified limitations of the study, significance of the study and the statement of the problem. Finally, operational definitions of terms related to the topic of the study were given.

Chapter Two
Review of Related Literature

Chapter Two

Review of Related Literature

2.1 Introduction

Due to the leading role of group learning on enhancing the teaching and learning processes recently, research in the aspect of group learning has been developed. After reviewing master theses, relevant studies, periodicals and related literature, whose main purposes are related to this study; this chapter presents relevant studies which focus on the topic of the study. The researcher organized the content of related literature according to the topic of the study in order to give clear and well-organized information.

2.2 Studies related to the importance of teaching reading skills

Nowadays, there is a noticeable improvement in all aspects of the life of the 21st century in terms of scientific research, trade between countries, economic growth, technological innovations, and political situations. As a result, the human minds in daily activities are exposed to different types of information everywhere, for example, messages on their mobiles, magazines, newspapers, doctor's report, posts on different kinds of social media and the list goes on; therefore, human beings in general, need to read to understand and construct meaning (Chang, 2011).

As for the learners of second language classes, a successful learning process depends on the acquisition of the integrated language skills. A skillful teacher takes into consideration the importance of language skills:

reading, listening, writing and speaking. Moreover, the teacher knows that many students find it is difficult to acquire language skills; therefore, he uses the most appropriate techniques that help them first to acquire and use these skills properly (Bruce & Robinson, 2001).

The reading skill is the most difficult to learn, however, it is an important skill that should be acquired by foreign language learners in an early stage of the school years, because all the English language learning material, resources, activities and the various written forms of knowledge require the reading skill to understand the message of the content (Brown, 2015).

In this sense, educationalists like Bruce & Robinson (2001) considered the reading skills as the key to improve other language skills: writing, speaking and listening. When students are able to read they are able to absorb new knowledge and acquire other skills in the future, for example, when learners are able to read and understand the text meaningfully, they will be able to write their own words, summarize what they understood and say them using their own words; therefore, the speaking, writing and listening skills will be improved.

In fact, reading means "reading and understanding ". A learner who says 'I can read the words but I do not know what they mean', this is not reading. In this sense, Rosalia (2015) indicated that the reading comprehension skill is the students' ability to construct meaning, understand and recognize the content of a written text. For students, to be

successful readers they do not need to decode written letters or identifying single letters and understand all the words, but they need to understand some words, use previous experience, social, cognitive and lexical skills, make connection between new and previous information to create the meaning and interact directly with the written text to obtain the writer's general and specific ideas.

2.3 Studies related to the several factors that causes reading difficulties among English language learners

Several researchers and scholars claimed that the factors which affect the acquisition of the reading skills are many and varied for example Maruyama(2007), Paananen, Aro, Kultti-Lavikainen & Ahonen (2009). OECD (2000), Lyytinen et al. (2006) and Kalindi (2005).

Maruyama (2007) who conducted a study to find out some factors that affect the reading skills found that environmental and neurological factors are the main factors of causing the learners' reading difficulties. The neurological factors are the physical conditions ;for example some learners are born with a particular illness such as deafness, brain damage which may cause dyslexia or abnormal growth; therefore, they may be unable to recognize the alphabet letters of the language, read familiar or new words or they may not get the word meaning. As for the environmental factors; they can be attributed to the teachers' ability and experiences, the social factors at home and the nature of the school environment.

Additionally, Paananen, Aro, Kultti-Lavikainen & Ahonen (2009), emphasized that the home environment is the cornerstone of learners' success in his daily and academic life. The positive or negative impact of the home environment has an essential role in how learners acquire language skills. The failure of the reading skill acquisition can be attributed to many factors such as parent's motivation and education, financial situation, people who are close to them, interference of the native language, learners' physiological barriers, community culture around them, affordability of the books, stories and teaching materials.

More importantly, OECD (2000) conducted a study to explore the impact of gender on the acquisition of the reading skills. The findings of the study showed that there is a correlation between gender and the acquisition of the language skills. Female learners' acquisition, achievement, and performance in the reading skills were higher than male learners. Moreover, female children mastered naturally their native language and acquired deliberately a second language better than male children. The biological differences between males and females, psychological and emotional effects, or socio-cultural context are the main factors that affect the genders' acquisition of first and foreign language.

Lyytinen et al.,(2006) stated that learners in mixed ability classes have different learning intelligence, abilities and aptitudes. They are classified into different categories: advanced learners, intermediate learners, and beginner learners. Some learners are different in the way they

are learning from others. Using the same teaching methods for a whole class is one problem that causes difficulties for the acquisition of the reading skills. Therefore, in those classes, it is difficult for the teacher to identify each learner's needs and the learner is not given adequate chances to acquire and practice the reading skills according to his level.

Generally, all teachers have predetermined goals that must be accomplished in a particular period during the school year, also, they have too many learners in one class or they may do not have required learning material. Therefore, teachers do not have enough time to help poor reader to improve their reading skills (Kalindi, 2005). Recently, it is important to point out that learners of a foreign language should acquire the reading skills gradually. First, they learn the alphabet letters, then they start reading words, next they read phrases. Finally, they can read short and long sentences and construct meaning. If they do not acquire the reading skills in that gradual way, it will be difficult to help poor readers in larger classes since learners and teachers in larger classes tend to face difficulties in the acquisition of the reading skills (Lyytinen, et al. 2006).

2.4 Studies related to the characteristics of efficient reading in teaching English language

2.4.1 Strategies

Reading a text means looking for meaning whether this meaning is explicit or implicit. Nevertheless, finding the meaning or the general idea

of a give text is not that easy task for all kinds of readers. Readers should use a variety of reading strategies to achieve their purposes of reading(Hsu (2006). With regard to poor readers, they tend to pronounce and read new words without paying attention to the suitable reading strategies that could be used to achieve the purposes of reading different texts. Good readers, on the other hand, use the appropriate reading strategies to read a text based on the purposes of reading; they skim quickly by reading the title, introduction and the summary of the text or reading the first and last sentences of each paragraph to obtain the main ideas of a written text, they scan rapidly by looking up the key words, headings or specific phrases to get specific details or to answer a question.

2.4.2 Purpose

Sutz & Weverka (2009) emphasized that reading is a goal-directed process in which students recognize in advance the main purposes and set particular goals for their reading. This enables them to use suitable reading strategies and use their previous learning experience to interact with the new written material ;for example, they read to answer particular questions, to get extra knowledge or specific details, get pleasure, learn new vocabulary, improve language competences, learn about various genres, develop the reading skills or to increase knowledge of various forms of text such as: storybooks, fiction, charts and poetry.

2.4.3 Motivation

According to Ueta (2005), to achieve better and enjoyable reading, it is important to arouse the students' motivation to read, make them interested in what they are reading so as to learn and interact effectively with the text. A good teacher can motivate his students to read by giving them challenging tasks, asking challenging questions, giving reading or writing activities, engaging in worksheet activities, introducing interesting texts, reading a transcript and discussing pictures or stories.

2.4.4 Background information

The classrooms of teaching English as a foreign language are the most appropriate contexts where learners must be given adequate opportunities to activate their previous knowledge and rehearse English. In any reading text, there are new language items, vocabulary, grammar; therefore, learners have to activate and use the language items they have learned to interact with new items they are studying and make a connection to get understanding and create new ideas (Pressley, 2000).

2.4.5 Prediction

Efficient reading helps learners to increase levels of knowledge, awareness, thinking and encourages students to provide generative answers on their own. Therefore, students should not memorize new knowledge given in the written material; instead they should open their minds to predict, imagine, use their opinions, think critically, search for hidden facts,

discuss new solutions to a problem, go beyond the written text to create new ideas and ask more questions based on their understanding of a written text (Mokhtari& Reichard, 2002).

2.4.6 Content

Choosing the suitable content for reading purposes is very important, the content is a vehicle to achieve successful reading. The content of the written material should be academic and includes educational activities, topics or issues. It should be suitable for the learners academic level and their interests. For example, poor readers are usually given simplified texts, while good readers are usually given authentic texts. Therefore, the content of the written material should be accessible to encourage students to use their learning experience and their previous knowledge to understand the newly written material. A skillful teacher selects stimulating content to make learners motivated and engaged in what they are reading or gives students chances to choose the kind of text they prefer to read based on their interests and academic purpose(Mosborg, 2002).

2.4.7 Attention

Learners should not focus on all the parts of a written text, but on the most important parts that seem to be significant. Focusing attention on particular parts helps learners to spend less time, gather and absorb information, obtain a deeper understanding and advance towards achieving the main goals of reading. Moreover, it helps students to retain the content

easily, so they can deal with more sophisticated texts in the future (Pressley, 2000).

2.4.8 The language

Efficient reading mainly depends on appropriate language. The appropriateness of the language of a written text should be chosen based on the level of learners and the purposes of the curriculum. For example, the language of the reading material for primary classes differs from the language for secondary classes. In general, it should be clear and not difficult for students to comprehend the ideas and get the intended meaning of the text (Martino& Hoffman, 2002).

2.4.9 Speed

The speed of reading depends on how good is the reader. For example, for good readers the reading process is fairly fast, students do not need to identify single letters rather they need to make sense and construct the meaning from a written text according to the general shape of the text. For poor readers, the reading process is slow, because they cannot recognize the common combination easily (Ueta ,2005).

2.5 Various suggestions for reading activities according to William, (1986)

2.5.1 Pre-question: To attract students' attention to the reading text, the teacher can give students some questions before they start reading.

Then, ask them to read and find answers to the questions based on their understanding of the written text, this encourages students to be motivated to read, think and find out the correct answers.

2.5.2 Do-it-yourself questions: The teacher asks the students to create their own questions about the text they read and to then find answers to their questions. This helps students revise and summarize what they have read and use the skills of the language they have learned.

2.5.3 Provide a title: To make the students interested in what they are learning, give them a chance to choose between two titles; or they can suggest one. By doing so, the teacher can determine the students' understanding and students will challenge themselves to provide the best title to the text.

2.5.4 Summarize: Tell your students after reading the written text to summarize the main points in short sentences at the end of the lesson. This will make them revise what they have learned in a short period of time and give the teacher a clear picture about students learning. .

2.5.5 Continue: A competent teacher can help students to think critically by giving them uncompleted written texts about a particular topic and students suggest their own ideas to complete the text.

2.5.6 Preface: The teacher can make students more attentive when students are given a story in a written to use their imagination and then suggest what may happen before. For example, the teacher can read the title of

the text and ask them to provide their expectations about the events of the story.

2.5.7 Gapped text: This is a good way to assess the students understanding and how much they have learned from the written text. The students first read the text then they fill four to five gaps based on their understanding.

2.5.8 Mistakes in the text: The teacher tells the students in advance they are going to read a text with some mistakes. While reading they should look for these mistakes and try to correct them with their peers.

2.5.9 Comparison: Students are given two texts about the same topic and during their reading they note the similarities and differences between the texts and discuss them with their classmates.

2.5.10 Responding: This requires students to respond to a written letter or a particular problem about their school or their community, and then, they discuss and share their ideas to respond, or write their suggestions.

2.5.11 Re –presentation of the material: The students are given a written text, a story, or a piece of information to read, then they re-represent the material through using various ways such as: making a list of the items, coloring the events, using a diagram, or a using a map to illustrate the content. This helps students to focus on the important aspect of the topic and increase their motivation.

2.6 Studies related to important suggestions for the group learning organization

Jones (1991) stated that establishing some particular rules and providing some instructions and suggestions in front of the whole class are very important and useful before asking students to work in a group activity. Without giving specific instructions before working in groups, group learning will be time-consuming and confusing. The teacher, thus, may lose control and learners will not get enough practice.

More importantly, the teacher is advised to choose activities that suit the learner's level so as to be attainable and clear for learners. It is advisable for the teacher in monolingual classes to explain some or all the instructions in the learners' first language. Also, the teacher must explain the rules before assigning learners into their groups and before giving them the teaching materials. If learners have done similar tasks before, it will be easier for the teacher who can provide brief directions (Argote, Gruenfeld, & Naquin, 2001).

According to Gillies (2004), to recycle the learners' previous knowledge, the teacher should make a quick revision of grammar or vocabulary which have been encountered before and this helps learners to be ready to learn new material and review the stored knowledge. Most importantly, the teacher must give his students a clear sign of starting and stopping. The teacher tries to finish the task while learners are interested in

what they are doing or only when starting to feel bored. It is wise to set a time limit; if some group members have finished earlier, the teacher can reward them by giving them extra previously prepared tasks.

Kasim (2015) believed that while working within groups, learners must be told ahead of time that they should respect and listen carefully to each other, they should recognize that others learn using different ways and at different speeds and rates, so students learning in a group activity should be always responsible for their learning and for any group member's learning. One way is to point out that all students face problems during their learning, they should be informed to be respectful of each other, and try to solve the problems using correct ways.

Ruel and Bastiaans (2003) stressed that the teacher's role during the group learning activity is very crucial, the traditional roles of the teacher as a director of learning process and provider of knowledge will be changed into a monitor, a facilitator and a supporter. During the groups' interaction, the teacher goes from group to group, contribute a little. If he intervenes, this interference might be done to make sure that there are no dominant learners and all the group member are participating, learners are using the second language while learning, learners are working on the task, and to provide general support and help to those who face difficulties.

Mostly, all the instructors want creative learners who take responsibility for their learning. They should help each other, ask and

answer questions, and if they want to ask something about their learning, they should first ask all members of the group if anyone has an answer for the question then they can ask the teacher (Race, 2001) .

Tindale (1989) stated that after the end of the task, feedback must be provided within the groups or in full- class interaction. Valuable feedback is a difficult task for the teacher. It takes many forms such as giving a summary, writing each groups' ideas on the board, presenting the material produced by groups through using various ways such as: diagrams or charts and asking students to compose a piece of writing .

2.7 Studies related to the possible main students' roles within groups

According to Gutiérrez, Castañeda, & Serrano (2014) after providing some instructions to the students for their interaction within the group, the teacher has to assign the learners' roles or ask them to choose their appropriate role to make them more responsible for their learning. The teacher can also change the roles from time to time to make the students more motivated. The roles of the students while learning in groups can be:

Manager Organize the group discussion and the tasks, make sure that each member is given a chance to express his ideas, ask and answer questions about the topic, keep the members working all the time to achieve the task, it is also called the guider of the group leaning. He must ensure that everyone participates and there is no domination.

Encourager Encourage good, weak, strong and shy members to participate, give the participants positive reinforcements after their participation, he can use words such as: excellent, well-done or go ahead also, keep each member motivated to learn and interact with others, encourage love and respect among members and provide a help for those who need it. He encourages them to share the leadership, establish cooperation, love, and respect between all the group members(Barkley, Cross & Major, 2005).

Recordkeeper Record the members' meeting, write down the members' important ideas and decisions, take their notes, record their answers, summarize the main points and use different strategies, for example, he uses colors, concept map or charts to clarify unclear points easily, at the end, write a report or a short, final summary for the members' discussion and distribute it to all the group members' .

Reporter Act as the presenter for his group works in front of the teacher, other groups or all the class, it is the very important role that makes students confident, they realize that they can present anything in front of a small group then the whole class, it is also called spokesperson (Barkley, Cross & Major, 2005).

Secretary Distribute the required material among the group, for example, books, papers, dictionaries, worksheets or cards. At the end of

the task, he has to collect and put away the material. Secretary is responsible for providing the rescores for the group activities.

Reflector Assess the students' learning, participation, performance and interaction; to reflect on their progress, provide feedback to determine the students' weaknesses and strengths, what they have improved and what they need to work on at the end of the task. He can suggest activities or strategies to improve students' learning.

2.8 Studies Related to the group learning activities

2.8.1 Games

Kasim (2015) suggested that using games during the lesson brings energy and enthusiasm into the classroom environment. They make students feel more motivated and interested in what they are doing and allow them to use the language in real-life situations spontaneously. Students are assigned into several groups and each group is given a short written text to learn and practice. Each member in the groups should be given a card including some questions and exercises to be answered. Students must read aloud the exercises and discuss them with other members. Then, students present what they have done in front of the entire class, in this way, the teacher can determine the student's progress. Finally, the students can be given more exercises to enrich and strengthen their learning.

2.8.2 Jigsaw

Brown (2001) stated that jigsaw is a cooperative learning technique that is easy to use and apply to help the students to work together and depend on each other to achieve predetermined goals. Students are asked to sit in groups of four or five while the lesson is divided into four or five parts. Each student has a number or a letter, for example, students A, B, C, D, and E or students 1, 2, 3, 4, and 5. Each group is given a particular part of the lesson; each student in the group is given a piece of different information about the particular part. Next, each student is given time to read and present his information to his group. Then, group members should join other group members to exchange and share their information with each other. After that, they should return to their original group, present their group the other group's ideas. Finally, the students use the information they have and the ideas given by others to complete a task. Jigsaw, can be used to introduce a new text or story, each group is given one paragraph from the text, then students in a group of four or five read and, summarize it. Finally one of the group members reads the summary in front of the whole class.

2.8.3 Role-play

Kasim (2015) showed that role -play is a great strategy as it increases student's motivation and actively involves them in the learning process. The teacher tells his students that they are going to practice the speaking skill

and learn new grammatical points; this can be achieved by using role-play. Based on the class size, students are put into groups of four or five. In each group, students are given their roles, as mum, dad, boy, doctor and nurse. Then, they are going to solve the problem; they can use cards to read their roles during their conversation to complete the task. By doing so, they can develop their speaking skills, use and practice grammatical points in a real-life situation, which improves the learning outcomes.

2.8.4 Information gap

Brown (2001) suggested that information gap is mostly used to give students a good chance to practice and use what they have learned. The teacher gives the students specific instructions of what they are going to do and how to do it. Then, they are required to sit in pairs where each student is given a short different paragraph. Student 1 is given a paragraph about a biography of a famous singer, such as, Om Kalthom, while student 2 is given a different paragraph about Fared Al-Atrash. Student 1 has some questions about Fared Atrash, questions about his nationality, his songs, his children, his job and what kind of songs he sings. Student 2 also, has some questions about Om Kalthom, her date of birth, the time she started singing and her songs. By doing so, the students share important information with their peers. Then, they should write their answers using simple past, on the spaces provided below each question. Finally, the teacher and the student can check the correctness of the written answers. In this way students will get more benefits from peer evaluation.

2.8.5 Brainstorming

It is considered as an icebreaker activity, which can be used to motivate learners to use their learning experience to generate new knowledge. Furthermore, it is a good way to encourage students to exchange their ideas, opinions, suggestions, responses, and thoughts while learning in groups. The teacher can use brainstorming for the problem - solving tasks, introducing new vocabulary, revising learned vocabulary or a tutor exposition. For example, the teacher writes a word on the board, asks his students about what they know about a particular concept or idea or gives them a particular problem, and asks them to brainstorm all ideas, opinions, suggestions, responses, and thoughts related to the task. By doing so, they will be motivated to express their ideas , listen and learn from their peers' ideas(Exley& Dennick, 2004).

2.8.6 Buzz group

It is a flexible technique which can be used to make students very excited and engaged while learning in small groups with their peers. It is also called the Buzz group because small groups creating buzzing sound as they learn. For example, students are set in small groups, usually, in pairs or groups of three, the teacher can introduce short material for students, after that they are given an image, a question or an issue to comment, discuss, talk to each other to achieve a timed task. They think of their idea individually, next, share their ideas with pairs, then with their whole group

and at the end to the whole class, by presenting each group one point to all groups using the board or an overhead projector. Briefly, it is a good technique that allows students to make a connection between what they already know and what they are learning, evaluate their learning and deliver a large amount of information to their peers and the whole class (Exley& Dennick, 2004).

2.9 Studies Related to the advantages of group learning

Graham (2005) assured that group learning has a great influence on improving learner's academic achievement. He concluded that group learning provides the learner with opportunities to interact with their peers, argue, negotiate, communicate meaningfully, listen and work collaboratively to achieve purposes included in the curriculum.

Barkley, Cross, and Mayor (2005) consider that people in general and students, in particular, remember better when they work within group learning, so they can produce better learning than those who work individually. Their studies are conducted on the impact of using group learning as an attractive classroom tool that motivates students to learn and work together so that the academic performance will be improved. Likewise, King (1998) found that using group learning technique promotes the development of high-level knowledge construction and problem-solving success. He conducted a study for 7th grade students, who were assigned randomly and trained to use a questioning technique to provide

detailed explanations during peer tutoring. The researcher found that using this technique promotes the development of high-level knowledge construction and problem-solving success.

Similarly, Barkley, Cross and Major (2005) assured that group learning has many advantages for the group members. When students work within groups they can get more knowledge and information from themselves and others, they have different backgrounds and experiences, students are good resources for information, they can share their information and experience with others which foster learning and comprehension. More importantly, the old saying “Two heads are better than one” can be applied to the advantages of group learning (Manor and William, 2003). Group learning leads to creativity and gives a good chance for students to share and express their personal experience which encourage problem-solving.

Fawcett and Garton (2005) who investigated the impact of group learning on problem-solving skills found that students were engaged in a group problem-solving and they were better satisfied with their participation and motivated to make their own decisions. Moreover, group learning is a magical tool which attractively presents the material instead of the traditional one and the students remember better and retain better what is taught in group discussions. The feedback that students receive helps them to monitor and evaluate their learning, their knowledge, and their progress, understands themselves better, can help them to improve their

outcomes, gives them a clear picture of member's interactions and how others see them (Watkins and Daly ,2003).

Cle'ment, Dorney and Noels (1994) assured that group learning strategy improves relationship among students when they work together all the time and have the same goal. It promotes positive feelings among students and creates a sense of belonging which allows them to feel comfortable and trust each another. It increases students' motivation because students are more motivated when they are engaged to work in groups with their peers.

Besides, Shull (2001) attempted to explore the impact of group learning strategy on improving learners' writing skills for 11th graders at a high school in the USA. The sample was divided into two groups. The experimental group was taught by a group learning strategy. The control was taught through the traditional way of teaching. The outcomes of this study showed that the results of students writing works improved by using group learning to teach writing. Thus, the researcher suggested using group learning as an effective strategy to minimize students' writing mistakes and improve their writing products. Furthermore, Chen (2008) summarized the advantages of group learning as follows: it stimulates students thinking, encourages them to use their previous experiences to ask questions, interact with their peers discuss, agrees, disagrees, makes a decision, develops their cognitive abilities by finding out something collaboratively, helps weak

learners, expands their potential by giving them the opportunity to participate and communicate with their proficient peers.

Another study done by Ibtissem (2013) investigated the influence of group learning strategy on improving student's speaking skills in second language classes. The instrument applied to the research was a questionnaire distributed among English as second language teachers and third-year- students of Bachelor, Master and Doctorate. The outcomes of the study found that group learning strategy can be used in second language classes to minimize the feeling of depression, anxiety, shyness, hesitation and threat through creating a comfortable learning atmosphere, which in turn, enhances oral production skills by using English in communication.

Tabatabaei, Afzali, and Mehrabi (2015) examined the influence of employing a group learning strategy on improving learners' oral production ability and reducing the stress among intermediate TEFL learners. The sample consisted of (60) female students from a private school in Iran. They were distributed randomly into 2 groups experimental and control. The instruments of this research were pre-test and post-test oral production. The study results showed that there was a significant proof that group learning strategy enhanced the students' oral production skills and reduced the feeling of stress. In light of the outcomes of the study the group learning technique can be used to improve students' speaking skills and promote a positive atmosphere.

2.10 Studies Related to the impact of group leaning on improving reading comprehension skills

Several and varied studies have been conducted to investigate the impact of group learning on enhancing language skills and teaching and learning process generally. However, in Palestine, there are some studies that have investigated the impact of group learning on improving language skills particularly the reading comprehension skills; for example , Hartati (2018), Shaaban (2006), Phiwpong and Dennis (2016), Gupta and Ahuuja (2014), Wachyuni (2017), Ghazi and Bouzeineddine (2003), Nejad and Keshavarzi (2015), Farzaneh and Nejadansari (2014), Al Odwan (2012), Elradii (2013), Alinejad and Marzban (2011), Ali (2001) and Durukan (2011). According to the findings of their studies, they ensured the importance of group learning as a strategy that can be used in the past and in the present and future and can be applied to any grade level to create engaged learners and engaging learning environment.

Likewise, Shaaban (2006) examined the influence of group learning on reading comprehension, vocabulary acquisition and motivation to read among the 5th grade students in Lebanon private schools. While the standard Arabic is the mother tongues and the language of communication inside the school, English is used only to teach particular subjects such as English, technology, and science. Therefore, students do not use or practice English well. The sample was made up of 44 male and female students who were divided into a control group (22) and an experimental group (22) who

were taught by using Jigsaw activity. The results of the post-test were higher than the pre-test and the teacher and students showed positive attitudes toward group learning strategy to improve their reading skills in the field of synthesis, analysis and application, acquire more vocabulary and motivate them to learn and use English inside and outside their classes.

Phiwpong and Dennis (2016) investigated the influence of group learning and the students' attitudes towards using group learning activities on improving students' reading comprehension skills in the English language at Bannonoi school in Thailand. The experimental group was made up of 25 pupils in the 5th grade. This study was carried out during the second semester of the scholastic year 2014 and lasted for five weeks. The students were engaged in cooperative learning activities for two days a week. The instruments of this research were a questionnaire consisted of 10 items and lesson plans. After analyzing the questionnaire, and the results of pre-test and post-test, the findings showed that the students reading skills improved due to the group learning activities, the achievements of the experimental group was higher than the control group, students' motivations increased, and the students showed positive attitudes towards using group learning in English language course.

Similarly, Gupta and Ahuuja (2014) conducted a study in India, among 7th graders to explore the influence of group learning on reading comprehension achievement in English language. The sample was made up of one hundred and forty students. They were divided into 2 groups i.e. the

experimental consisting of 70 students and the control group consisting of 70 students. A reading comprehension achievement pre/post, General Intelligence Test (GIT) by Mohsin and Socio-Economic Status Scale (SESS) by Kalia and Sahu were used as instruments to achieve the purpose of the study. The study was conducted through three phases: pre phase, treatment phase, and the post phase. T-test was used to analyze the collected data. The results showed that there was a difference between the performance of both groups in the posttest. The experimental group which was taught by group learning strategy got higher marks than the control one. The results also found that the technique assisted the students to improve the reading skills in the English language. Finally, the researchers recommended changing traditional classroom which is based on a teacher-centered approach into a student-centered approach by applying a cooperative learning strategy.

On the other hand, Wachyunni (2017) conducted a study to examine the effect of scaffolding strategy in cooperative learning to improve the reading comprehension skill of sophomore TEFL students at Jambi University. The study sample consisted of 60 students (males and females) who were randomly assigned into an experimental (scaffolding reading class) and a control group of (non-scaffolding class). The experimental group was taught comprehension text using scaffolding cooperative strategy/scaffolding questions. The instruments of this research were pre-test and post-test reading comprehension. The results of the study were in

favor of the experimental group, and there were statistically significant differences in the mean scores between the two classes in the reading comprehension posttest. The researcher concluded that scaffolding cooperative strategy helped low ability students to improve their reading comprehension achievement.

Furthermore, Ghazi and Bouzeineddine (2003) attempted to explore the relationship between 8th graders' reading attitude, achievement in the English language and their opinions towards jigsaw cooperative learning activity at a middle school in Lebanon. The sample was made up of one hundred eleven students who were divided into experimental and control groups and took the pre-test and post-test. Two questionnaires and a semantic differential scale were distributed among TEFL students to investigate their attitudes toward the reading skill and using jigsaw in their classes. (MANCOVA) test was used to answer the study questions. The results showed statistically significant differences between the pupils who were taught by using jigsaw and those who were taught using the traditional method and between male and female students with regard to student's reading achievement and student's attitudes towards using jigsaw. The results of the research showed that student's reading attitudes, student's reading achievement and student's attitudes towards using jigsaw were positively related.

In the same way, Farzaneh and Nejadansari (2014) conducted a study on twenty-five intermediate-level TEFL learners to investigate their

attitudes towards the impact of group learning on improving reading comprehension. To achieve the purpose of the study, the researcher used a descriptive, survey-based design with a 12-item questionnaire among 16 male and 36 female learners at Gouyesh Language School in Iran. Twenty-five learners were taught for five weeks by the researcher using jigsaw activity to improve their reading comprehension achievement and to identify their attitudes after their group learning experience. The results indicated that students showed positive attitudes toward group learning strategy and they got engaged and motivated while working with their peers. Therefore, group learning strategy can be used to improve reading comprehension and other skills such as writing, listening and speaking.

Nejad and Keshavarzi (2015) conducted a study in Iran, among pre-university students about the influence of group learning on reading comprehension ability in English language and on reading anxiety of students. It also aimed at investigating learners' attitudes towards the impact of group learning on improving reading comprehension ability in English language and on reading anxiety of students. The sample was made up of 70 students who were divided into 2 groups i.e. the experimental consisting of 35 students who were taught using 'ask together-learn together' and control group consisted of 35 students who were taught using the traditional lecture instruction. Three instruments were used to collect data: two reading comprehension achievement pre/post-tests and an attitude questionnaire. Independent sample t-test and paired-sample t-tests were

used to measure students' achievement and their attitudes. The findings showed that there was a difference between the performance of both groups in the posttest. The experimental group which was taught by 'ask together – learn together' got higher marks than the control one. The findings also showed that students' reading anxiety was reduced while working together and they had positive attitudes towards group learning. Reading achievement, students' attitude and reading anxiety were related positively.

Additionally, Al Odwan (2012) found that using group learning techniques promotes the development of reading comprehension skills in English language. The researcher conducted a study on 11th grade students in public secondary schools in Jordan. The sample of the study was made up of 42 students who were assigned purposefully. They were distributed into an experimental group (22 students) and a control group (20 students). This study was carried out during the second semester of the scholastic year 2007-2008. The experimental group was taught using instructional strategy which was the "Direct reading thinking activity through using cooperative learning". Two reading comprehension achievement pre/post-tests were used for the two groups, (ANCOVA) test, means and standard deviations were used to get the outcomes of the students' achievement. The results showed that the experimental group results were higher than the control group due to the group learning technique. The researcher recommended curriculum developers to incorporate the strategy in the curriculum and teachers of secondary stages to teach reading using effective strategies such as group learning.

Besides, Elradii (2013) examined the influence of employing a group learning strategy on improving learners' academic achievement in reading comprehension skill. This study was carried out during the second semester of the scholastic year 2012-2013. The sample was made up of (58) female students from a governmental school in Gaza, Palestine called Jabalia Girls School who were distributed randomly into 2 groups: experimental and a control. The instruments of this research were pre and post reading comprehension test with (20) items and content analysis card was used to develop the items of the tests. An independent sample t-test and effect size technique were used to analyze the collected data. A pre-post vocabulary test was used. The results showed that there was a significant proof that group learning strategy increased the sample marks in the posttest when compared to the pretest. In light of the results of the research, it was realized that group learning techniques improved students' academic achievement in reading comprehension skills.

Likewise, Alinejad and Marzban (2011) who were in favor of this strategy when they mentioned that the use of group learning techniques in education has been one of the most modern methods that Arab schools have accepted. They conducted a study to examine the impact of group learning in enhancing reading comprehension skills in English courses among pre-university students in Iran. The sample was made up of (60) female students whose first language is Persian, at Al- Zahra Pre-University Center who were given a proficiency test. They were chosen

randomly and divided into experimental and control groups. The researcher used (CELT) test, TOEFL standardized test and PET test which were used as pre and post-reading comprehension test. T-Test was used to analyze the collected data. The results of the experimental group were superior over the control group. The researcher observed that group learning plays a big role in attracting pre-intermediate EFL students' attention and improving their reading proficiency.

Ali (2001) conducted a study on the effect of using the jigsaw reading technique on the EFL pre-service teachers' English language reading anxiety and comprehension of the third year English department (EFL) students at Cairo University. The sample was made up of (72) male and female students who were divided into an experimental group (36 students) who were taught using Jigsaw activity to read sixteen passages and a control group (36 students) who were taught to read sixteen passages individually. Each group was given the same two reading passages every week. The quasi-experimental design was used and the TOEFL test which was used as a pre and post-reading comprehension test and (FLRAS) scale were used for reading anxiety. The results of the post-test were higher than the pre-test. Therefore, the researcher suggested using group learning strategy to improve students' learning ability and reduce reading anxiety.

More interestingly, another study was conducted by Durukan (2011) on forty-five students in the 7th grade to investigate the impact of group learning on improving the reading comprehension and writing skills. This

study was carried out during the second semester of the scholastic year 2009-2010. The experimental group was made up of (24) students and the control group was made up of (21) students at a primary school in Turkey who were taught for five weeks. To achieve the purpose of the study, the researcher used pre and post writing tests and pre and post-reading comprehension tests. To analyze the results of the study the researcher used (ANCOVA) test. The results generally indicated that the experimental group got higher marks than the control group in terms of reading and writing achievement, so the researcher believed that group learning strategy can be used to improve reading comprehension and writing skills for academic performance.

Hartati (2018) conducted a study on 27 students to investigate the impact of group learning on improving the reading comprehension skills for 8th graders. The students were divided into three cycles . To achieve the study objectives the researcher used various tools during the study such as an observation, an interview, a pre-test, a post-test, field-notes, a questionnaire and documentation. The students were given post-test to find out their understanding of the content. The results of the post-test were higher than the pre-test the teachers and students showed positive attitudes toward group learning strategy. Therefore, the researcher suggested using group learning as an effective strategy to improve the reading comprehension skill and solve the educational difficulties that face both teachers and learners.

The Researcher's Comment on literature review

The aforementioned literature review presented a great deal of research that can be classified into three main categories. The first category comprised those studies that investigated students' attitudes towards group learning technique such as the studies of Phiwpong and Dennis (2016), Gupta & Ahuja (2014), Ghazi and Bouzeineddine (2003), Farzaneh and Nejadansari (2014), Nejad and Keshavarzi (2015). The second category comprised studies that investigated the effect and advantages of using group learning technique on students' achievement with regard of different language skills including reading, writing, speaking such as the studies of Sutz & Weverka (2009), Kasim (2015), Brown (2001), Exley & Dennick (2004), Graham (2005), Barkley, Cross, and Mayor (2005), King (1998), Cross and Major (2005), Garton (2005), Cle'ment, Dorney and Noels (1994), Shull (2001), Chen (2008), Ibtissem (2013) Wachyuni (2017), Al Odwan (2012), Elradii (2013), Alinejad and Marzban (2011), Ali (2001), Durukan (2011), Hartati (2018), The third category comprised those studies that investigated factors that cause reading difficulties among English language learners such as the studies of Maruyama (2007), Paananen, Aro, Kultti-Lavikainen & Ahonen (2009), Lyytinen, et al., (2006),

Few studies explored specific aspects and types of group learning techniques such as group learning activities, students' and teachers' roles within group learning, suggestions for effective group learning for example the studies of William, (1986), Jones (1991), Gillies (2004), Kasim (2015),

Ruel and Bastiaans (2003), Tindale (1989), Gutiérrez, Castañeda, & Serrano (2014), Tabatabaei, Afzali, and Mehrabi (2015), Shaaban (2006). Furthermore, these studies varied in terms of using instrumentation and tools as some of them used interviews, pre and post-tests, questionnaires and they employed quasi-experimental design to achieve the objectives of the studies.

The current study aimed to investigate the impact of group learning on 8th grade students' reading comprehension achievement through using the quantitative descriptive approach with a quasi- experimental design. Therefore, pre-test and post-test instruments were used to collect data. What distinguishes the current study is that it used Bloom's Taxonomy and the numbered -heads strategy to achieve the objectives. Moreover, it was conducted under urgent situation which was the spread of COVID-19 pandemic which disrupted the educational sector in Palestine and all countries around the world.

2.11 Summary

In conclusion, this chapter surveyed the available and relevant literature and previous studies related to group learning and reading comprehension topics. The researcher categorized the relevant studies in a systematic way. The first part of this chapter presented literature related to the importance of the reading skills, several factors that causes reading difficulties among English language learners and various suggestions for

reading activities. Moreover, it presented studies related to the characteristics of efficient reading in teaching the English language. The second part presented studies related to important suggestions for the group learning organization, possible main students' roles within groups, group learning activities. Finally, the researcher presented different studies related to the impact of group leaning on improving reading comprehension skills.

Chapter Three

Methodology

Chapter Three

Methodology

3.1 Introduction

This chapter deals with the objectives of the study, population and sample of the study. It also specifies study methods and procedures used by the researcher and the steps followed by the researcher to achieve the objectives of the study. Also, it specifies the questions of the study, tools, and study design. It includes in details study variables, validity, and reliability of the tools. Finally, it discusses the data analysis, as well as the statistical analysis.

3.2 Study Approach

A quantitative descriptive approach was used in this study. Also, the quasi-experimental design was used to achieve the study objectives. Therefore, pre-test and post-test instruments were used to collect data to investigate the impact of group learning on 8th grade students' reading comprehension achievement.

3.3 Study Methodology

Based on the main objective and the questions of this study, the researcher used the quasi-experimental methodology to investigate the impact of group learning on students' achievement in reading comprehension in English language in governmental schools at Tulkarm district. The purpose of true experiments and quasi-experiments is to

examine the cause of a certain phenomenon. In true experiments, all the factors that affect the phenomenon could be controlled. However, it is not possible or practical to control all the key factors, so it becomes necessary to apply a quasi-experimental research design.

The researcher conducted this study by dividing the sample of the study into two groups, the experimental group (22), and the control group(22) during the second semester of the scholastic year(2019-2020). Also, the researcher collected the data by giving the groups(experimental and control) pre-test and post-test to achieve pre-determined purposes and to answer the questions of the study. Meanwhile, the implementation of the study lasted for five weeks.

3.4 Design of the study

The study followed the experimental design as follows:

EG1: Experimental Group

CG2: Control Group

O1: Reading comprehension pre-test

O2: Reading comprehension post-test

X: Treatment

EG1 __ O1 X O2

CG2 __ O1 ___ O2

First, both groups learned the same comprehension texts; also, they were given pre-test on the comprehension texts. Next, EG1 is the experimental group that was taught comprehension texts through a group learning strategy, while CG2 is the control group who was taught comprehension texts through the traditional strategy. Then, both groups were given a post-test, by giving them the same items as in the pre-test. Finally, the results of the pre-test and post-test were analyzed using statistical analysis to investigate the impact of group learning on improving student's comprehension achievement in English language.

3.5 Questions of the study

This study involves the following research question:

What is the role of group learning on students' achievement in reading comprehension in English language in Tulkarm district?

Based on the main question there were sub-questions:

- 1-What is the impact of group learning on the students' understanding ability according to Bloom's Taxonomy?
- 2-What is the impact of group learning on the students' application ability according to Bloom's Taxonomy?
- 3-What is the impact of group learning on the students' analysis ability according to Bloom's Taxonomy?

3.6 Hypotheses of the study

- 1-There are no statistically significant differences at ($\alpha =0.05$) between the experimental group and the control group post -test results due to the teaching method variable.
- 2- There are no statistically significant differences at ($\alpha =0.05$) between the experimental group and the control group post -test results for the students' understanding ability attributed to using group learning .
- 3-There are no statistically significant differences at ($\alpha =0.05$) between the experimental group and the control group post -test results for the students' application ability attributed to using group learning.
- 4- There are no statistically significant differences at ($\alpha =0.05$) between the experimental group and the control group post -test results for the students' analysis ability attributed to using group learning.

3.7 Objectives of the study

This study tried to investigate the impact of group learning on 8th grade students' achievement in reading comprehension in English language at governmental schools in Tulkarm district.

3.8 Procedures

Based on the following procedures, the researcher carried out the study.

- 1- Collecting and reviewing previous studies and literature regarding group learning, reading comprehension skills separately and the impact of group learning on improving reading comprehension skills.
- 2- Designing reading comprehension achievement post-test and pre-test, consulted teachers and experts of TEFL regarding the validity of the reading comprehension pre-test and post-test which consisted of 5 questions.
- 3- Taking task facility approval from the Faculty of Graduate Studies, the Ministry of Higher Education, and the school principal in Tulkarm to carry out the study.
- 4- Preparing and dividing the sample of the study into two groups, an experimental group, and a control group. After that, both groups were given the pre-test, then, the experimental group was taught through a group learning strategy, while the control group was taught through the traditional strategy. Next, both groups were given the post-test.
- 5- Collecting the test results and statistically analyzed them using (SPSS)

3.9 Population of the Study

The population of this study is limited to all 8th female graders (1870) in Tulkarm district for the second semester of the scholastic year(2019-2020).

3.10 Sample of the Study

The sample of the study consisted of all eight female students at Ibrahim Al-Kawaja Secondary Girls' School in Tulkarm city. The sample of the study was divided into two groups, the experimental group, and the control group which consisted of 22 female students for each group from the same school. This study was based on a purposeful small sample because of the spread of COVID-19 pandemic which disrupted the educational sector in Palestine and all countries around the world.

Table (3.1): Distribution of the Sample of the study

Percentage	Students total	Group
50%	22	Experimental group
50%	22	Control group
100%	44	Total

3.11 Instrumentation

Both pre-test and post-test instruments were used to answer the questions of the study. The table of specification for the 8th grade English curriculum was used to construct the questions related to the reading comprehension test. The material included the first three units of the 8th grade curriculum for the second school semester. The pre-test and post-test consisted of five questions:

- 1- The first question is to decide whether the statements from the passage are true or false.
- 2- The second question is to complete the statements from the passage.

- 3- The third question is to answer the questions by writing the correct answers from the passage.
- 4- The fourth question is to complete the tables from the passage to find pronouns, opposites, meanings of the words from the passage.
- 5- The fifth question is to circle(from 3 choices) the correct answer based on the passage.

3.12 Reliability of the instruments

Cronbach Alpha was used to check the reliability of the instruments which was (0.917).

Table (3.2): Reliability Statistics, The Cronbach Alpha for the reading comprehension test.

No.	Cronbach's Alpha	Items
Total	0.917	5

3.13 Validity of the instruments

To make sure that the pre-test and post-test instruments are valid, the researcher prepared the reading comprehension test after the analysis of the reading comprehension texts included in English curriculum of 8th graders. The test was examined and validated by a jury of experts in the of TEFL in Palestine Technical University Khadoorie, some teachers of English, and the 8th grade English teacher at Ibrahim Al-Kawaja Secondary Girls' School. Based on their evaluation, comments, and notes of the appropriateness of the instruments, the researcher modified and adjusted the tests accordingly.

3.14 Variables of the study

There were two variables in this study:

1. Dependent variable; which is 8th students' achievements in English language reading comprehension skills.
2. Independent variable; which is group learning strategy in teaching reading comprehension skills.

3.15 The steps of applying group learning technique in teaching reading comprehension texts.

3.15.1 Pilot Study

During the first school semester, the researcher did a pilot study on a sample from Ibrahim Al-Kawaja Secondary Girls' School. During the pilot study, the students were asked to work in groups and were tested during the first school semester 2019-2020. The results of their examination showed that they got the lowest marks in the reading comprehension section, which means students faced difficulties in understanding the written texts and comprehending information included in the texts.

Also, the students were not given various activities, they only read the written texts to answer particular questions and they learned using the same way all the time; therefore, the students were not involved in their learning activities, uninterested in the content, unmotivated to study English language as a second language in their class. The researcher

considered that the reasons mentioned above and the use of traditional and ineffective strategies are the main factors that lead to bad results.

3.15.2 Action research

Based on the pilot study the students were divided into five groups. The researcher used numbered heads strategy. To achieve the study objectives the researcher used pre-test and post-test tools during the study. Action research cycle also was used in this study. The action research design included four steps. The first step was planning when the researcher designed a lesson plan, prepared the content for the groups, interviewed the teacher and observed the students' learning and actions in their class. Then, she gave them the pre-test to test their reading comprehension skill.

The second step was action; It was a complement for the planning step. This stage was implemented through three small stages; the first was pre-activities and in this stage the researcher made the student motivated and interested by greeting them, telling them about the content and what they are going to do. The second was while activities. In this stage the students worked in groups and used number heads model, then they were given a reading text, they read, discussed the text together and did the tasks according to the reading text. In the last stage, post activities, they answered the questions, summarized the material and presented it to the whole class. The third step was observation; it was done while the students were working together in groups. The researcher observed their motivation

to learn and work together in groups, interaction with each other and with the content, progress while learning in groups and their behaviors while reading and answering the questions. This stage helped the researcher to decide the effectiveness of the strategy to improve the reading comprehension skill and explore the difficulties they faced during their learning.

The last step was reflection. At this stage the students were given the post-test to find out the students' understanding of the content. Then, the researcher collected the results of the pre-test and post-test using statistical measures. The researcher got feedback about the students' achievement during their learning in groups to know the effectiveness of group learning on improving the learning outcomes.

3.16 Data analysis

After collecting the results of the pre-test and post-test, (SPSS) Statistical Packages for Social Sciences was used to analyze the results and the following measures were used in order to answer the questions:

- 1- Descriptive statistics (Means, Frequencies, percentages and Standard deviation) were used to show the difference between the pre-test and post-test results.
- 2- Chronapach Alpha formula was used for the reliability of the test.
- 3- (ANCOVA) test to investigate the impact of using group learning strategy on improving students' scores.

The researcher used the following percentages to represent the estimation level of students ' scores:

80% and more	Very high degree of group learning effect
70% to 79.9%	High degree of group learning effect
60 _ 69.9 %	Moderate degree of group learning effect
50 _ 59.9 %	Low degree of group learning effect
Less than 50 %	Very low degree of group learning effect

3.17 Summary

This chapter presented the procedures, steps, objectives and questions of the study. It also included the population and the sample of the study, the design and data analysis. Finally, it specified the description of the validity and reliability of the pre-test and post-test and clearly described the statistical analysis used to achieve the study objectives.

Chapter Four

Results of the Study

Chapter Four

Results of the Study

4.1 Introduction

This study aimed at investigating the impact of group learning on students' achievement in reading comprehension in English language at Ibrahim Al-Kawaja Secondary Girls' School in Tulkarm district in the second semester of the scholastic year(2019-2020).This chapter presents the results of the study to determine if the group learning strategy had any impact on students' achievement in reading comprehension. To answer the questions and analyze the hypotheses of the study, the researcher used (SPSS) version 26 and the (ANCOVA)test was used to analyze the results of the pre-test and post-test.

ANCOVA test was very useful because it helped the researcher to investigate the effectiveness of group learning in improving students' achievement in reading comprehension and to determine if there are any statistically significant differences between the group learning strategy(independent variable) and students' achievement in reading comprehension(dependent variable).

4.2 Results Related to the Main Study Question:

The first main study Question: What is the role of group learning on students' achievement in reading comprehension in English language in Tulkarm district?

The null hypothesis for the first question is: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post -test results due to the teaching method variable.

To answer the main question of the study, the researcher used (SPSS) to find out means and standard deviation for the experimental and control groups on their reading comprehension tests.

Table (4.1) Means and standard deviation of the experimental and control groups on their reading comprehension post-test scores

Groups	Mean	Std. Deviation	N
Experimental Group	21.32	6.439	22
Control Group	16.77	8.949	22
Total	19.05	8.040	44

The results of Table (4.1) show that the standard deviation of the experimental group is (6.439) and the mean is (21.32). while, the standard deviation of the control group is (8.949) and the mean is (16.77). This shows that the mean of control group scores is less than the mean of the experimental group scores. On the other hand, the standard deviation of the control group scores is higher than the standard deviation of the experimental group scores. When the mean of the experimental group is higher than the control group, this means that the results of the experimental group scores are higher and better than the results of the control group scores.

One statistical test (ANCOVA) was used to determine if the standard deviation and the means are statistically significant. The results of (ANCOVA) test are shown in Table (4.2).

Table (4.2) ANCOVA test results

Source of differences	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	2237.004	1	2237.004	290.582	.000	.876
Approach of the study	164.896	1	164.896	21.420	.000	.343
Error	315.633	41	7.698			
Corrected Total	2779.909	43				

The results of Table (4.2) show that the (p-value) is (.876), (F-Value) of pre-test is (290.582) and the significance level of this study (Sig-Value) is (0.000). This means that (F-Value) is statistically significant because the (Sig-Value) is less than the predetermined significance level which is (0.05). The (p-value) is (.343), (F-Value) of the teaching method (group learning) is (21.420) and the significance level of this study (Sig-Value) is (0.000). This means that (F-Value) is statistically significant because the (Sig-Value) is less than the predetermined significance level which is (0.05).

This means rejecting the null hypothesis (H₀) for the first main question which is: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post -test results due to the teaching method variable. Therefore, there are statistical significant differences between the control group results and the

experimental group results in favor of the experimental group in using group learning strategy.

Results Related to the Sub-Questions of the Study:

The First sub-question of the study: What is the impact of group learning on improving the students' understanding ability according to Bloom's Taxonomy?

The null hypothesis for the first question is: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post -test results for the students' understanding ability attributed to using group learning .

To answer the first sub-question of the study , the researcher used (SPSS) to find out means and standard deviation for the experimental and control group on their post-test for understanding ability .

Table (4.3): Means and standard deviation for the experimental and control group on their post-test scores for the understanding ability

Groups	Mean	Std. Deviation	N
Experimental Group	4.36	.953	22
Control Group	3.82	1.181	22
Total	4.09	1.096	44

The results of Table (4.3) show that the standard deviation of the experimental group is (.953) and the mean is (4.36 while the standard deviation of the control group is (1.181) and the mean is (3.82). This shows that the mean of the control group scores is less than the mean of the experimental group scores. On the other hand, the standard deviation of

control group scores is higher than the standard deviation of the experimental group scores. One statistical test (ANCOVA) was used to determine if the standard deviation and the means are statistically significant. The results of (ANCOVA) test are shown in Table (4.4).

Table (4.4) ANCOVA test results

Source of differences	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	26.396	1	26.396	49.265	.000	.546
Approach of the study	1.674	1	1.674	3.124	.085	.071
Error	21.968	41	.536			
Corrected Total	51.636	43				

The results of Table (4.4) show that the (p-value) is (.546), (F-Value) of pre-test is (49.265) and the significance level of this study (Sig-Value) is (0.000). This means that (F-Value) is statistically significant because the (Sig-Value) is less than the predetermined significance level which is (0.05). The (p-value) is (.071), (F-Value) of teaching method (group learning) is (3.124) and the significance level of this study (Sig-Value) is (.085). This means that (F-Value) is statistically significant because the (Sig-Value) is greater than the predetermined significance level which is (0.05). This means accepting the null hypothesis (H₀) for the first sub-question which is: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post-test results for the students' understanding ability attributed to using group learning. Therefore, there are not statistically significant differences between the control group post-test results and the experimental group

post-test results for the students' understanding ability attributed to using group learning.

The **second sub-question of the study**: What is the impact of group learning on improving the students' application ability according to Bloom's Taxonomy?

The null hypothesis for the second question is: There are no statistically significant differences at ($\alpha = 0.05$) level between the experimental group and the control group post -test results for the students' application ability attributed to using group learning .

To answer the second sub-question of the study, the researcher used (SPSS) to find out the means and standard deviation for the experimental and control groups on their post-test for the application ability .

Table (4.5) Means and standard deviation for the experimental and control group on their post-test scores for the application ability

Groups	Mean	Std. Deviation	N
Experimental Group	4.95	1.046	22
Control Group	3.68	2.033	22
Total	4.32	1.722	44

The results of Table (4.5) show that the standard deviation of the experimental group is (1.046) and the mean is (4.95) while, the standard deviation of the control group is (2.033) and the mean is (3.68). This shows that the mean of the control group scores is less than the mean of the experimental group scores. On the other hand, the standard deviation of the control group scores is higher than the standard deviation of the

experimental group scores. One statistical test (ANCOVA) was used to determine if the standard deviation and the means are statistically significant. The results of (ANCOVA) test are shown in Table (4.6).

Table (4.6) ANCOVA test results

Source of differences	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	50.377	1	50.377	34.801	.000	.459
Approach of the study	11.125	1	11.125	7.685	.008	.158
Error	59.350	41	1.448			
Corrected Total	127.545	43				

The results of Table (4.6) show that the (p-value) is (.459), (F-Value) of pre-test is (34.801) and the significance level of this study (Sig-Value) is (0.000). This means that (F-Value) is statistically significant because the (Sig-Value) is less than the predetermined significance level which is (0.05). The (p-value) is (.158), (F-Value) of teaching method (group learning) is (7.685) and the significance level of this study (Sig-Value) is (.008). This means that (F-Value) is statistically significant because the (Sig-Value) is less than the predetermined significance level which is (0.05). This means rejecting the null hypothesis (H₀) for the second sub-question which is: There are no statistically significant differences at ($\alpha = 0.05$) level between the experimental group and the control group post-test results for the application ability. Therefore, there are statistically significant differences between the control group post-test results and the experimental group post-test results for the students' application ability attributed to using group learning.

The third sub-question of the study: What is the impact of group learning on improving the students' analysis ability according to Bloom's Taxonomy?

The null hypothesis for the third question is: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post -test results for the students' analysis ability attributed to using group learning .

To answer the third sub-question of the study, (SPSS) was used to find out means and standard deviation for the experimental and control group on their post test for the analysis ability .

Table (4.7) Means and standard deviation for the experimental and control group on their post-test scores for the analysis ability

Groups	Mean	Std. Deviation	N
Experimental Group	11.86	5.401	22
Control Group	9.41	6.246	22
Total	10.64	5.903	44

The results of Table (4.7) show that the standard deviation of the experimental group is (5.401) and the mean is (11.86) while the standard deviation of the control group is (6.246) and the mean is (9.41). This shows that the mean of the control group scores is less than the mean of the experimental group scores. On the other hand, the standard deviation of the control group scores is higher than the standard deviation of the experimental group scores. One statistical test (ANCOVA) was to determine if the standard deviation and the means are statistically significant. The results of (ANCOVA) test are shown in Table (4.8).

Table (4.8) ANCOVA test results

Source of differences	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	1178.283	1	1178.283	190.476	.000	.823
Approach of the study	66.273	1	66.273	10.713	.002	.207
Error	253.626	41	6.186			
Corrected Total	1498.182	43				

The results of Table (4.8) show that the (p-value) is (.823), (F-Value) of pre-test is (190.476) and the significance level of this study (Sig-Value) is (0.000). This means that (F-Value) is statistically significant because the (Sig-Value) is less than the predetermined significance level which is (0.05). The (p-value) is (.207), (F-Value) of teaching method (group learning) is (10.713) and the significance level of this study (Sig-Value) is (.002). This means that (F-Value) is statistically significant because the (Sig-Value) is less than the predetermined significance level which is (0.05). This means rejecting the null hypothesis (H_0) for the third sub-question which is: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post-test results for the analysis ability. Therefore, there are statistical significant differences between the control group post-test results and the experimental group post-test results for the students' analysis ability attributed to using group learning. The significance level for the application and analysis abilities is less than the predetermined significance level which is (0.05). This means rejecting the hypothesis and there are statistically significant differences between the two groups; the control and the experimental in the

field of application and analysis abilities and these statistically significant differences are in favor of the experimental group and the difference is related to using group learning strategy for teaching reading comprehension.

However, the significance level for the understanding ability is higher than the predetermined significance level which is (0.05). This means accepting the hypothesis and there are no statistical significant differences between the two groups; the control and the experimental in the field of understanding ability.

4.3 Summary

In this chapter the researcher used statistical tables to show the results of the pre-test and post-test. The results of the means, standard deviation and (ANCOVA) test for the experimental and control group on their reading comprehension tests showed that there were statistically significant differences between the control group results and the experimental group results in favor of the experimental group in using the group learning strategy. The results of the post-test were higher than the pre-test, this means that the traditional way of teaching reading comprehension skills may not improve students' reading skills and their motivation to learn. Moreover, there were statistical significant differences between the control and the experimental groups in the field of application and analysis abilities in favor of the experimental group, but there were no statistically significant differences in the understanding domain .

Chapter Five

**Discussion of the
Results Conclusion and
Recommendations**

Chapter Five

Discussion of the Results Conclusion and Recommendations

5.1 Introduction

5.2 Discussion of the Results of the Study

This chapter discusses the results of the study. In the end, some conclusions and recommendations will be given for further studies, school students, English teachers, school principals, and the Ministry of Education. The main objective of the study was to investigate whether or not the learning strategy has positive impact on 8th student's achievement in reading comprehension in English language. The results of the study indicated clearly that group learning strategy had a positive impact on improving student's achievement in reading comprehension in English language.

Discussion of the Results related to the first question

What is the role of group learning strategy on 8th students' achievement in reading comprehension in English language in Tulkarm district?

The question underlines the following hypothesis :There are no statistically significant differences at ($\alpha =0.05$) between the experimental group and the control group post -test results due to the teaching method variable.

The results showed that there are statistical significant differences between the control group results and the experimental group results in favor of the experimental group in using group learning strategy. In general, the results of this study are in agreement with the findings of a study conducted by Phiwpong and Dennis (2016) who found that students' attitudes toward using group learning activities were positive and group learning strategy can improve their reading comprehension skills. Also, group learning activities are motivating and increase students' participation, involvement, and satisfaction which help them to improve their academic performance in reading comprehension skills. Moreover, these results supported the results of Gupta and Ahuja (2014) which stressed changing traditional ways of teaching into modern ways of teaching such as group learning strategy, which in turn, helps students to learn in a friendly atmosphere, increase their confidence, activity, and interest. Therefore, their reading comprehension achievements will be improved. The results of Ghazi and Bouzeineddine (2003) agreed with the results of this study. They revealed that using group learning jigsaw activity helps learners to create a sense of challenge to read more and learn the material easily and this leads to better academic results and achievements. Also, the learners showed positive attitudes towards using group learning jigsaw activity to learn the reading skill and the other skills of the second language skills.

In addition, the results agree with Nejad and Keshavarzi (2015) whose study results showed that it is effective to use group-learning

strategy for reducing students' reading anxiety which helps them enjoy new methods of teaching, have the sense of seeking new knowledge, achieve better results and promote positive attitudes.

The results of Farzaneh and Nejadansari (2014) who investigated the learner's attitudes towards the impact of group learning on improving reading comprehension agree with the results which indicated that students showed positive toward group learning strategy, they found that working in groups create a suitable learning context and leads to memorable lessons, which also support the finding of this study. These results are similar to the results found in Elradii (2013) who found that group learning is a motivating strategy that can keep students away from the boredom of the traditional class in learning the second language skills and make students more desired to learn. This does not only lead to better academic achievements, but it brings enthusiasm, enjoyment and involvement into the class.

The results of this study are in agreement with Ali (2001) who stated that group learning jigsaw activity gives students a chance to listen, understand, and be involved in their learning which decreases the students' feeling of reading anxiety. He also stated that group learning generally resulted in better interaction of the group members and consequently better academic achievements.

Furthermore, the results agree with Chen (2008) who indicated that group learning is helpful for low achievers and high achievers as it can

make low achievers more attentive and make them more willing to learn, expand their information, get rid of their shyness, interact with high achievers, make use of their knowledge and enrich the high achievers' information as well.

The researcher believed that the high results of the experimental group in this study are attributed to the group learning strategy, this means that this strategy made students involved in learning the reading texts. Also, they gave more attention to the learning tasks, so, they showed a high level of interaction and they easily comprehended content of the reading texts. Because of all that, it can be used as an efficient strategy in English classes by teachers to decrease boredom and change positively students' reactions towards learning the second language.

Results related to the first sub-study questions

What is the impact of group learning on improving the students' understanding ability according to Bloom's Taxonomy ?

The question underlines the following hypothesis: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post -test results for the students' understanding ability attributed to using group learning.

The results showed that there no statistically significant differences in the students' post test results for students' understanding ability attributed to using group learning. The researcher expected different results in

students' post test results for students' understanding ability. These results might be due to some particular factors affecting the implementation of the study such as the limited number of students, the limited time, the ongoing situations and the limited amount of material used in the study. However, the results are different from the results found in Wachyunni (2017), who concluded that scaffolding cooperative strategy/scaffolding questions strategies helped low ability students to improve their achievements in reading comprehension and help them to improve the learning levels from the simplest (remembering, understanding) to the most complex, which encouraged them to use their stored knowledge and acquire new knowledge in a good learning atmosphere.

Results related to the second sub-study questions

What is the impact of group learning on improving the students' application ability according to Bloom's Taxonomy? The question underlines the following hypothesis: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post-test results for the students' application ability attributed to using group learning.

The results obtained show that there are statistically significant differences in the students' post test results for students' application ability attributed to using group learning in favor of the experimental group. These results might be interpreted by saying that using group learning helped the

students to share knowledge, interact with each other and work collaboratively to achieve the objectives of their reading whether for comprehension or application. The results are harmonized with the results of many researchers such as Durukan (2011) who found that group learning strategy had a clear positive impact on improving students 'overall reading comprehension achievements and helped students to improve various levels of learning in the areas of remembering, understanding and application and students' writing accuracy in the areas of organization, structure, cohesion and coherence, and with Graham (2005) who found that group learning has a great influence on improving learner's academic achievement when the learners interact with their peers, argue, negotiate, communicate meaningfully, listen and work collaboratively.

Results related to the third sub-study questions

What is the impact of group learning on improving the students' analysis ability according to Bloom's Taxonomy ? The question underlines the following hypothesis: There are no statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control group post - test results for the students' analysis ability attributed to using group learning.

The results obtained showed that there are statistically significant differences in the students' post test results for students' analysis ability attributed to using group learning. The results of the study agree with what

Shaaban (2006) found regarding group learning strategy which had a clear positive impact on enhancing students' total scores in reading comprehension achievement in the domains of synthesis, analysis, students' vocabulary acquisition, and their motivation to read. In addition, group learning can improve the four language skills (reading, speaking, listening, and writing) which help the students acquire the target language and produce it correctly.

The results of this study agreed with relevant previous studies mentioned in chapter two which confirmed the effectiveness of group learning strategy. These are: Shaaban (2006), Phiwpong and Dennis (2016), Gupta and Ahuja (2014), Ghazi and Bouzeineddine (2003), Nejad and Keshavarzi (2015), Farzaneh and Nejadansari (2014), Al Odwan (2012), Elradii (2013), Alinejad and Marzban (2011), Graham (2005), Barkley, Cross and Major (2005), Davis (1993), Cle'ment, Dorney and Noels (1994), Watkins and Daly (2003), Ali (2001) and Durukan (2011).

5.3 Conclusion

As mentioned before, many previous studies and literature proved that group learning strategy had a clear positive impact on fostering the learning and teaching of second language skills. As for the current study, throughout the analysis of the collected data, and based on the results of this study, the results revealed the effectiveness of the group learning strategy. Depending on the statistical analysis, group learning strategy

played an effective role in improving student's achievement in the reading comprehension skills in English language. The statistical analysis showed statistically significant differences between the control group results and the experimental group results in favor of the experimental group in using group learning strategy.

The results of the current study revealed that group learning strategy helped students to increase their participation, attract their attention which helps them to improve their reading comprehension skills. Group learning increases students' achievements, motivation, retention, releases them from the lack of interest and motivation that they feel in traditional classroom lectures and helped both teacher and students to achieve the predetermined educational goals. The researcher believed that the high results of the experimental group in this study are attributed to the group learning strategy, this means that this strategy made students involved in the learning process when reading texts. Also, they gave extra attention to the learning tasks, so, they showed a high level of interaction and they easily comprehend the content of reading texts. Because of all that, it can be used as an efficient strategy in English classes by teachers to decrease the degree of boredom and change positively students' reactions towards learning the second language. Thus, the current study is a good endeavor to encourage English teachers to use a group learning strategy in teaching English reading comprehension skills. It can provide an enjoyable learning atmosphere with less time and effort for students and teachers as well.

5.4 Recommendations

After discussing the results in detail in this chapter, the researcher offers some recommendations for further studies, students, parents, English teachers, and the Ministry of Education in Palestine.

5.4.1 Recommendations for EFL teachers

Teachers of English language are recommended to:

1. Use group learning strategy as a tool to teach reading texts in their English lessons which leads to improve the reading skill achievement, create an enjoyable learning atmosphere, improve personal relationships among students and creates a sense of belonging.
2. Encourage students who learn the reading texts through the group learning strategy to summarize a short story or reorder the main points of a paragraph which help them to develop the intellectual skills.
3. Use various activities during group learning implementation (Games, Jigsaw, Role-play, Information gap, Brainstorming and Buzz group) to make their students more motivated to learn.
4. Give students feedback about their learning in groups on their reading skill, encourage them to give feedback to their peers, give them a chance to notice and correct their mistakes and keep them away from overcorrecting mistakes.

5. Provide and explain some rules, instructions, and suggestions before asking students to work in a group activity; this will help the teacher and the students to save time and achieve the predetermined goals.

5.4.2 Recommendations for EFL students

Students are the main beneficiaries of teaching and learning so they are recommended to:

1. Apply various reading strategies such as scanning, skimming, extensive or intensive when working in groups to increase their comprehension and engagement.
2. Be more serious and work all the time to achieve the learning tasks when working in groups.
3. Take and benefit from the peers' feedback and the teacher's feedback.
4. Organize their learning and give a chance to every group member to participate, express his ideas, ask, and answer questions.
5. Help and encourage less proficient members to participate and keep away their shyness of failure, which will help them to be more active and involved in groups and widen the experience of proficient group members.
6. Be confident that group learning strategy will create an enjoyable learning environment instead of the traditional one and promote

positive feelings among learners cooperation, love, confidence, involvement, enjoyment and respect).

5.4.3 Recommendations for the Ministry of Education

Decision-makers and curriculum designers in the Ministry of Education are recommended to :

1. Enrich the English language curriculum with various forms of reading texts which help students to develop levels of learning starting with the simple task of remembering and work towards more complex level of thinking such as evaluating.
2. Provide students with a relaxing learning atmosphere that can encourage them to show positive attitudes towards group learning as an effective tool to learn second language skills. This can be achieved for example through providing the classroom environment with colored walls, educational games, good chairs, good lighting, cards and audiovisual aids.
3. Enrich the English language curriculum with current issues, relevant topics and emerging problems that encourage students to discuss, argue, solve a problem, and debate with each other in a cooperative way.

5.4.4 Recommendations for further studies

The researchers in the field of educational research and higher education are recommended to :

1. Conduct similar studies that aim to find out the impact of implementing a group learning strategy on other language skills (speaking, writing and listening).
2. Conduct studies that aim to find out the parents', teachers', and students' attitudes towards using group learning.
3. Conduct similar studies that aim to find out the impact of implementing a group learning strategy on motivation, interaction, and social relationships between learners.
4. Conduct further studies that aim to find out the impact of implementing group learning in English not only for 8th grade but also for other grades, not only in Tulkarm district but also in other districts in Palestine.
5. Conduct similar studies that aim to find out the impact of implementing group learning strategy on male and female students to show if there are differences attributed to the gender variable.

5.4.5 Recommendations for parents

The parents' role is very important in their children's learning.

Their role is as important as the teachers' role in their children's lives. Parents are recommended to provide their children with good social skills and encourage them to use these skills inside and outside the classrooms. Children should respect others, offer help to those who need it, encourage

each other, share things with others, take turns and listen when someone speaks. This will make their learning in groups easier.

5.5 Summary

Chapter five presented the discussion of the results of the study and the conclusion. Moreover, some recommendations for further studies, school students, English teachers, school principals, and the Ministry of Education were given.

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Appendices

Appendix (1) (The Pre- test)

<p>State of Palestine Ministry of Education Directorate of Education – Tulkarm Ibrahim El-khawaja Secondary Girls School</p>		<p>دولة فلسطين وزارة التربية والتعليم مديرية التربية والتعليم – طولكرم</p>
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The Pre- test
English Reading comprehension Test
2nd semester

Name: _____ Date : _____
Grade : Eighth Total mark (30 marks) Time : 30 minutes

Aims: to read the following passage carefully in order to get new information and find particular answers

Reading

Read the text then answer the questions :

1 Anna mark, from USA "There are lots of bad TV programmes, but the weather forecasts are good. We get bad hurricanes here in America, and they're getting worse. But modern satellites are collecting better information on their speed and direction, and forecasts are getting better. So we understand hurricanes better now, and we now know when and where one will arrive."

6 Ahmad and Alia Qudsi, from Palestine "We get Palestinian TV and hundreds of other satellite channels, too. Alia and I love watching cartoons all day! That's bad, I know. But now Mum and Dad say we can only watch serious programmes like documentaries. We think that's bad, too.

Questions for paragraphs 1 (1-9)

A- Write true (✓) or false () in the following spaces: (5 marks)

-1 Anna is from United states _____.

2- Modern satellites don't help them to know the direction and the speed of the hurricane _____.

3- Ahmad and Alia parent's say they should not watch cartoons and funny programmes

4

4- Cartoons are serious programmes _____.

5-Ahmad and Alia are Palestinians _____.

B-Complete the following statements from the passage: (5 marks)

1-People in USA know _____ and _____ a hurricane will arrive.

2- Modern satellites provides information about the _____ and _____ of the hurricane.

3-Ahmad and Alia get _____ and hundreds of other satellite channels .

4- Ahmad and Alia prefer watching _____ all day

C-Answer the following questions: (6 marks)

1- How do modern satellites in USA help people?

Answer: _____.

2- What Anna said about the TV programs and the weather forecast?

Answer: _____.

3- what do their parents think they should watch?

Answer: _____.

D-Complete the following tables from the passage: (9marks)

Word	Meaning
Parents	
Becoming	
Tornadoes	

Word	Opposite
Leave	
Not bad	
Ancient	

Pronoun/Word	Refers to:
" We" line 2	

"One" line 5	
"We" line 6	

Get from the passage (3 marks)

Simple present verb	Present continues verb	Adjective
_____	_____	_____

E- Circle the correct answer : (2 marks)

1- The passage provides information about:
 a- Ahmad and Alia Qudsi b- Alia and Sami Qudsi c- Ahmad and Anaa

2- The words "get" and "love" are examples of:
 a- Present simple b- past simple c- present continues

Good luck
 Co-teachers: Manal Asya and Ola Abu Alhour



Appendix 2 (The Post- test)

State of Palestine
Ministry of Education
Directorate of Education –Tulkarm
Ibrahim El-khawaja Secondary Girls' School



دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم – طولكرم

The Post- test
English Reading comprehension Test (unit 8)
2nd semester

Name: _____

Date : _____

Grade : Eighth

Total mark (30 marks)

Time : 30 minutes

Aims: to read the following passage carefully in order to get new information and find particular answers

Reading

Read the text then answer the questions :

1Brazil grows a lot of high-quality coffee, but not tea. We do not import tea from Japan: **theirs** is green, not black. When you next go shopping, look at some packets of tea. You will probably read that the tea is from India.

In China, olives are not part of the culture, so farmers there do not grow **them**. Kuwait is a desert country, and the climate is bad for olive trees; there are not many olives from there.

2However, Palestine's climate is just right. We produce and export a lot of olives and olive oil, and the quality is excellent.

Questions for paragraph (1-9)

A- Decide whether the following statements are true (√) or false () : (4 marks)

- 1- Brazil grows a lot of black and green tea _____.
- 2- We import coffee from Japan _____.
- 3- Palestine is famous for olives and olive oil _____.
- 4- Kuwait's climate is not right for olive trees _____.

B- Complete the following statements from the passage: (5 marks)

- 1- Kuwait is a _____ country.
- 2- Palestinian _____ and _____ a lot of olives and olive oil.
- 3- _____, olives are not part of the culture.
- 4- _____ produces green tea.

C-Answer the following questions: (6 marks)

- 1- What does Brazil grow ?
Answer: _____.
- 2- Where do we import black tea ?
Answer: _____.
- 3- Why does Palestine produce and export olives and olive oil?
Answer: _____.

D-Complete the following tables from the passage: (9 marks)

Word	Meaning
Amount	
Very good	
Weather	

Word	Opposite
Import	
Low	
good	

Pronoun	Refers to:
"We" line 8	
"them" line 6	
"theirs" line 2	

Get from the passage:(3 marks)

verb	Adjective	Plural noun
_____	_____	_____

E- Circle the correct answer :

(3 marks)

1-The second paragraph includes three countries :

a-Palestine, China, Kuwait b- Palestine, India, Japan c- India, Japan, Brazil

2-The words "high" and " excellent " are:

a-Verbs b- adverbs c-Adjectives

3-uncountable nouns in the text are:

a- coffee and tea b- produce and import c-high and excellent

Good luck

Co-teachers: Manal Asia and Ola Abu_Alhour



Appendix (4)

<p>STATE OF PALESTINE Ministry of Education Directorate of Education - Tulkarm Ibraheem Khawaja Secondary Girl's School</p>	 وزارة التربية والتعليم رقم اوسى: 14111080 بريد اوسى: 2681687	<p>دولة فلسطين وزارة التربية والتعليم مديرية التربية والتعليم / طولكرم مدرسة بنات ابراهيم الخواجا الثانوية</p>
رقم: 1173/1080 التاريخ: 2020/7/16		
<p>حضرة السيد مدير التربية والتعليم /محافظة طولكرم المحترم تحية طيبة و وبعد...</p>		
<p>الموضوع : انجاز مهمة بحثية للباحثة علا عوض أبو الحور</p>		
<p>بالإشارة لكتابكم رقم م ت ط / 1134/1/3 بتاريخ 2020/2/13م</p>		
<p>تشهد ادارة مدرسة بنات ابراهيم حسن الخواجا الثانوية بأن الباحثة المذكورة أعلاه قد زارت المدرسة في الفصل الأول للعام 2020/2019م والإتفاق مع المعلمة منال اسيا من أجل تطبيق الدراسة في الفصل الثاني 2020/2019م وقد قامت الباحثة بمقابلة معلمة اللغة الانجليزية للصف الثامن المذكورة وقد تم اجراء تسهيل داخلي لحين وصول كتاب رسمي للمدرسة بناء على اتصال هاتفي من قسم التعليم العام .</p> <p>اختيار الشعب التي سوف يتم تطبيق الدراسة عليها ومناقشة الاستراتيجيات اللازمة لتطبيق الدراسة وقد تم تطبيق الدراسة لمدة خمس أسابيع بعنوان أثر التعلم في مجموعات على تحسين مستوى التحصيل في مهارة القراءة الاستيعابية عند طلبة الصف الثامن في الفصل الدراسي الثاني على طالبات الصف الثامن الاساسي والبالغ عددهم 22 طالبة في المجموعة الضابطة و22 طالبة في المجموعة التجريبية.</p>		
<p>واقبلوا غلاتك الاحترام والتقدير...</p>		
<p>مديرة المدرسة</p>  	<p>نسخة/ السادة في قسم التعليم العام المحترمين. نسخة/ العلف.</p> <p style="text-align: right;">من ج. ر. خ</p>	

Faculty of Educational
Sciences and Teacher Training
Department of Primary Education



كلية العلوم التربوية وإعداد المعلمين

قسم معلم المرحلة الأساسية

التاريخ : 2020/2/9

الأخ الدكتور محمد مطر المحترم

مدير مركز البحث والتطوير التربوي / رام الله

تحية طيبة وبعد،

الموضوع : كتاب تسهيل مهمة للطالبة

علا عوض عودة حمدان أبو الحور

'11659757'

يرجى من حضرتكم التكرم بالإيعاز لمن يلزم بتسهيل مهمة الطالبة علا عوض عودة حمدان أبو الحور '11659757' وذلك لإجراء دراسة بعنوان (أثر التعلم بالمجموعات على تحسين مستوى التحصيل في مهارة القراءة الاستيعابية عند طلاب الصف الثامن في المدارس الحكومية في مدينة طولكرم)، وذلك لتمكين من إجراء التجربة وتوزيع امتحانات قلبية وبعيدة.

وتفضلوا بقبول وافر الإحترام والتقدير،،،

مفسيق برنامج أساليب تدريس اللغة الإنجليزية

د. سهيل صالح



جامعة النجاح الوطنية
السنم
مناهج التدريس



التاريخ : 11 / 2 / 2020م

الرقم : و ت / 13 / 30



لمن يهمه الأمر

تسهيل مهمة بحثية*

بهديكم مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم التكرم بتسهيل مهمة الطالبة:

* علا عوض أبو الحور *

من جامعة النجاح الوطنية، للحصول على المعلومات اللازمة لإعداد أطروحتها بعنوان:

* أثر التعلم في مجموعات على تحسين مستوى التحصيل في مهارة القراءة الاستيعابية عند طلاب الصف الثامن

في المدارس الحكومية في مدينة طولكرم *

ملاحظات:

- ستجمع الباحثة بياناتها من طلبة الصف الثامن في مدرسة إبراهيم الخواجا الثانوية للبنات في مديرية طولكرم.
- تتولى الباحثة أنشطة جمع البيانات بما لا يعيق سير العملية التعليمية التعلمية في المديرية والمدرسة.

مع الاحترام،،

د. محمد مطر
رئيس
مدير مركز البحث والتطوير التربوي



نسخة: معالي وزير التربية والتعليم المحترم.
عطوفة وكيل الوزارة المحترم.
السيد مدير التربية والتعليم - طولكرم المحترم

State of Palestine
Ministry of Education
Directorate of Education /Tulkarm


وزارة التربية والتعليم

وزارة التربية والتعليم
مديرية التربية والتعليم / طولكرم

الرقم: ت/ ط / ١١٣ / ١٦٦٤
التاريخ: ٢٠٢٠/٢/١٣ م
الموافق: ١٩/ جمادى الآخرة / ١٤٤١ هـ

٤٤٤


العقدس
مديرية التربية والتعليم
Tulkarm

حضرة مديرة ابراهيم ابراهيم الخواجا الثانوية المحترمة
تحية طيبة وبعد...

الموضوع: تسهيل مهمة بحثية
الإشارة: كتاب معالي وزير التربية والتعليم رقم و/ت/١٣/١/٣٥
بتاريخ: ٢٠٢٠/٢/١١ م

لامانع من قيام الباحثة * علا عوض أبو الحور * جامعة النجاح الوطنية / كلية الدراسات العليا بالحصول على المعلومات اللازمة لاعداد أطروحتها بعنوان " أثر التعلم في مجموعات على تحسين مستوى التحصيل في مهارة القراءة الاستيعابية عند طلبة الصف الثامن * في مدرستكم ، شريطة أن لا يؤثر ذلك على سير العملية التعليمية .

مع الاحترام.....





أ. طارق علاونة
مدير التربية والتعليم

نسبة السيد عبد الله

مدير الدائرة الفنية

قسم التعليم العام
درج هـ ج
ش.ع.١٥

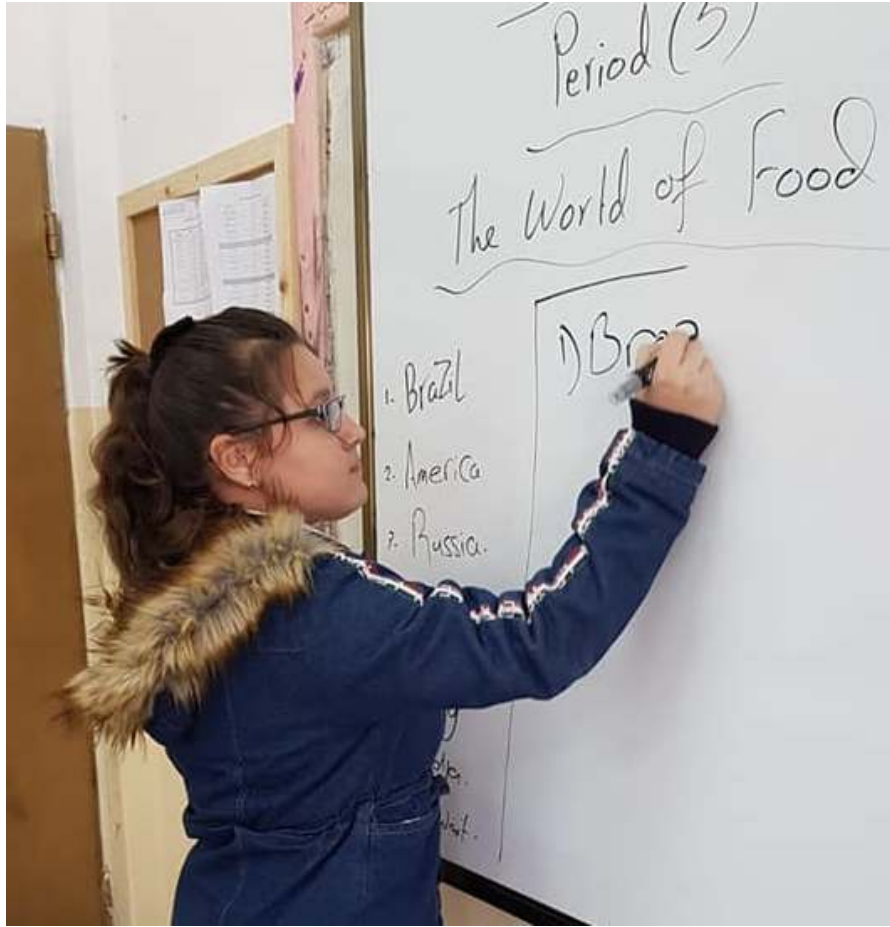
مديرية التربية والتعليم / طولكرم هاتف : ٠٩-٢٦٧١٠٣٨ ، ٠٩-٢٦٧١١٥٣ ، تليفاكس ٠٩-٢٦٧٢٣٥٣ ص. ب ٤٩
Directorate of Education - Tulkarm Tel : 09-2671038 . 092671153 . Telefax 09-2672353 P.O. Box 49

Appendix (5)













Appendix (6)

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم - طولكرم

19 / 30

State of Palestine
Ministry of Education
Directorate of Education - Tulkarm
Hishia El-Khawaja Secondary Girls School

The Pre- test
English Reading comprehension Test
2nd semester

Name: Sadcel shilbaya Date: 21-1-2020
Grade: Eighth A Total mark (30 marks) Time 30 minutes

Aims: to read the following passage carefully in order to get new information and find particular answers

Reading

Read the text then answer the questions :

Anna mark, from USA "There are lots of bad TV programmes, but the weather forecasts are good. We get bad hurricanes here in America, and they're getting worse. But modern satellites are collecting better information on their speed and direction, and forecasts are getting better. So we understand hurricanes better now, and we now know when and where one will arrive."

Ahmad and Alia Qudsi, from Palestine "We get Palestinian TV and hundreds of other satellite channels, too. Alia and I love watching cartoons all day! That's bad, I know. But now Mum and Dad say we can only watch serious programmes like documentaries. We think that's bad, too."

Questions for paragraphs 1 (1-9)

A- Write true (✓) or false (×) in the following spaces: (5 / 5) (5 marks)

1- Anna is from United states ✓

2- Modern satellites don't help them to know the direction and the speed of the hurricane ×

3- Ahmad and Alia parent's say they should not watch cartoons and funny programmes ✓

4

1. Cartoons are serious programmes ~~X~~
 5-Ahmad and Alia are Palestinians ~~X~~

B-Complete the following statements from the passage: (1/5) (5 marks)

- 1-People in USA know ~~the weather~~ ^{weather} and ~~forecast~~ ^{forecast} hurricane will arrive.
 2- Modern satellites provides information about the ~~new~~ ^{better} and ~~one will~~ ^{when and where} of the hurricane.
 3-Ahmad and Alia get ~~pages~~ ^{pages} and hundreds of other satellite channels.
 4- Ahmad and Alia prefer watching ~~cartoons~~ ^{cartoons} all day

C-Answer the following questions: (5/6) (6 marks)

- 1- How do modern satellites in USA help people?

Answer: collecting better information on their speed and direction

- 2- What Anna said about the TV programs and the weather forecast?

Answer: There are good weather forecasts

- 3- what do their parents think they should watch?

Answer: watch serious programmes like documentaries

D-Complete the following tables from the passage: (5/9) (9marks)

Word	Meaning
Parents	Mum and dad
Becoming	active
Tornadoes	hurricanes

Word	Opposite
Leave	stay
Not bad	good
Ancient	modern

Pronoun/Word	Refers to:
" We" line 2	weather forecasts

"One" line 5	hurricanes
"We" line 6	Ahmad and Alia

Get from the passage (3 marks)

Simple present verb	Present continous verb	Adjective
score	collecting	bad

(2/3)

E- Circle the correct answer : (2 marks)

1- The passage provides information about: b- Alia and Sami Qudsi c- Ahmad and Anaa
 a- Ahmad and Alia Qudsi

2- The words " get " and "love" are examples of:
 a- Present simple b-past simple c- present continous

Good luck

Co-teachers: Manal Asya and Ola Abu Alhour



State of Palestine
Ministry of Education
Directorate of Education -Tulkarm
Ibrahim El-khawaja Secondary Girls' School



دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم - طولكرم

The Post- test

1st English Reading comprehension Test (unit 8)

2nd semester

Name: sadeel shibaya

Date: 3-3-2020

Grade: Eighth (A) Total mark (20 marks)

Time: 30 minutes

Aims: to read the following passage carefully in order to get new information and find particular answers

Reading

Read the text then answer the questions :

1 Brazil grows a lot of high-quality coffee, but not tea. We do not import tea from Japan: theirs is green, not black. When you next go shopping, look at some packets of tea. You will probably read that the tea is from India.

In China, olives are not part of the culture, so farmers there do not grow them. Kuwait is a desert country, and the climate is bad for olive trees; there are not many olives from there.

However, Palestine's climate is just right. We produce and export a lot of olives and olive oil, and the quality is excellent.

Questions for paragraph (1-9)

A- Decide whether the following statements are true (✓) or false (×): (4 marks)

- 1- Brazil grows a lot of black and green tea ×.
- 2- We import coffee from Japan ×.
- 3- Palestine is famous for olives and olive oil ✓.
- 4- Kuwait's climate is not right for olive trees ✓.

B- Complete the following statements from the passage: (4 marks)

1- Kuwait is a desert country.

2- Palestinian produce and export a lot of olives and olive oil.

3- In china, olives are not part of the culture.

4- Japan produces green tea.

(5/5)

C-Answer the following questions: (3 marks)

1- What does Brazil grow ?

Answer: ~~But~~ Brazil grows a lot of high-quality coffee

(6/6)

2- Where do we import black tea ?

Answer: import black tea in India

3- Why does Palestine produce and export olives and olive oil?

Answer: Because palestine's climate is just right

D-Complete the following tables from the passage:

(6 marks)

Word	Meaning
Amount	quantity
Very good	just right excellent
Weather	climate

(3/3)

Word	Opposite
Import	export
Low	high
good	bad

(3/3)

Pronoun	Refers to:
"We" line 8	farmers people in palestine
"them" line 6	olives
"theirs" line 2	Japanese tea

(3/3)

Get from the passage:

verb	Adjective	Plural noun
<u>grows</u>	<u>excellent</u>	<u>Olives</u>

(3/3)

E- Circle the correct answer :

(3 marks)

1-The second paragraph includes three countries :

a- Palestine, China, Kuwait b- Palestine, India, Japan c- India, Japan, Brazil

2-The words "high" and " excellent " are:

a- Verbs

b- adverbs

c- Adjectives

3-uncountable nouns in the text are:

a- coffee and tea

b- produce and import

c- high and excellent

Good luck

Co-teachers: Manal Asia and Ola Abu_Alhour



جامعة النجاح الوطنية

كلية الدراسات العليا

أثرُ التَّعلُّمِ في مجموعاتٍ على تحسينِ مستوى التَّحصيلِ في
مهارَةِ القِراءةِ الاستيعابِيَّةِ عندَ طَلَبَةِ الصَّفِّ الثَّامِنِ في
المدارسِ الحُكوميَّةِ في مُحافظَةِ طولكرم

إعداد

علا عوض عودة أبو الحور

إشراف

د. سوزان عرفات

د. فواز عقل

قُدِّمَتْ هذه الأطروحةُ استكمالاً لِمُتطلِّباتِ الحُصولِ على درجةِ الماجستيرِ في أساليبِ تدريسِ
اللُّغَةِ الإنجليزِيَّةِ بِكُلِّيَّةِ الدِّرَاسَاتِ العَلِيَا في جَامِعَةِ النِّجَاحِ الوَطَنِيَّةِ في نابلس، فلسطين.

2020م

ب

أثرُ التعلُّمِ في مجموعاتٍ على تحسينِ مستوى التَّحصيلِ في مهارةِ القراءةِ الاستيعابِيَّةِ عندَ
طلَّبةِ الصَّفِّ الثَّامِنِ في المدارسِ الحُكوميَّةِ في مُحافظَةِ طولكرم

إعداد

علا عوض عودة أبو الحور

إشراف

د. سوزان عرفات

د. فواز عقل

المُخصَّص

هَدَفَتْ هذهُ الدِّراسةُ إلى استكشافِ "أثرِ التعلُّمِ في مجموعاتٍ على تحسينِ مستوى
التَّحصيلِ في مهارةِ القراءةِ الاستيعابِيَّةِ عندَ طَلَّبةِ الصَّفِّ الثَّامِنِ في المدارسِ الحُكوميَّةِ في
مُحافظةِ طولكرم"؛ استخدمتِ الباحثةُ في دراستها استراتيجِيَّةَ الرؤوسِ المُرَقَّمةِ خلالَ تطبيقِ
التعلُّمِ في مجموعاتٍ. ومنَ أجلِ تحقيقِ أهدافِ الدِّراسةِ استخدمتِ الباحثةُ المنهجَ الوصفيَّ الكميَّ
شبهَ تجريبيِّ .

طبَّقتِ الباحثةُ الدِّراسةَ على طالباتِ الصَّفِّ الثَّامِنِ في مدرسةِ إبراهيم الخواجا الثانويَّةِ
للبناتِ خلالَ الفصلِ الدِّراسيِّ الثَّاني 2020/2019. فاستخدمتِ الباحثةُ لذلكَ الاختبارَ القبليَّ
والاختبارَ البعديَّ كأداةٍ لجمعِ البياناتِ.

تكونَ مجتمعُ الدِّراسةِ من طالباتِ الصَّفِّ الثَّامِنِ في المدارسِ الحُكوميَّةِ في مُحافظَةِ
طولكرم، البالغِ عددهنَّ (1870) طالبةً بينما تكونت عِيْنَةُ الدِّراسةِ من 44 طالبةً من مدرسةِ
إبراهيم حسن الخواجا الثانويَّةِ للبناتِ؛ (22) طالبةً في المجموعةِ التَّجريبِيَّةِ و(22) طالبةً في
المجموعةِ الضابِطَةِ. قدَّمتِ الباحثةُ الاختبارَ البعديَّ والقبليَّ على المجموعتينِ الضابِطَةِ
والتَّجريبِيَّةِ، وقامتُ بتطبيقِ التعلُّمِ في مجموعاتٍ على المجموعةِ التَّجريبِيَّةِ لقياسِ أثرِ هذهِ
الاستراتيجِيَّةِ.

أظهرت النتائج إلى أن هناك أثراً إيجابياً في تحصيل الطالبات في المجموعة التجريبية في مهارة القراءة الاستيعابية نتيجة استخدام استراتيجية التعلم في مجموعات في تعليم نصوص الفهم والاستيعاب كما أظهرت النتائج وجود اتجاهات إيجابية اتجاه التعلم في مجموعات. وبناءً على النتائج، أوصت الباحثة باتباع استراتيجية التعلم في مجموعات في تعليم النصوص؛ نصوص الفهم والاستيعاب. كما أوصت الباحثة بتوصيات للطلاب والأهالي والمعلمين ووزارة التربية والتعليم وجميع العاملين في هذا المجال.