

Effect of Jigsaw Method on Students' Chemistry Laboratory Achievement

Abdulkadir Yoruk

*Elementary Science Education Department, Education Faculty, Siirt University,
Siirt, 56100, Turkey
E-mail: yorukabdulkadir@yahoo.com*

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ABSTRACT This paper analyzed the effect of jigsaw method on prospective elementary science teachers' chemistry laboratory achievement. The sample consisted of (n=63) students who were studying at elementary science education program. Students were divided into two groups using the true experimental design. Universe of the research of the research consists of all the students studying at the same program. A pre-test whose reliability score was 0.689 and a post-test whose reliability is 0.720 were given to students to assess students' academic and whose reliability score was 0.720 were given to students to assess students' academic and experimental knowledge. Students in the groups took two quizzes each week, one before the experiment and another after the experiment. The research was completed in seven weeks. Data analysis was carried out through independent samples t-test analysis. Further analyses were carried out to investigate gender factor in the paper. Research revealed that jigsaw method increases students' academic achievement. The research also revealed that gender has no effect on academic achievement.