

Abstract [English]

This study aimed to investigate the effect of using dry lab strategy on science students' achievement compared with the traditional method (wet lab). This study attempted to investigate if there were any statistical significant differences ($\alpha = 0.05$) in achievement among science students who were taught by using dry lab or wet lab strategy. The population of the study consisted of all students ($N=1321$) who registered for general practical chemistry course (106), while the study sample consisted of 142 students divided based upon their request into two groups: Experimental group which consisted of 84 students and control group which consisted of 58 students. The study results revealed that there were statistically significant differences ($\alpha = 0.05$) in achievement, due to the teaching strategy. These differences were in favor of using the dry lab as a teaching strategy. It was recommended that more studies should be conducted for the use of the dry lab strategy in teaching other subjects such as physics, biology and earth sciences.