SNAP TO READ

THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING CRITICAL READING TO EFL STUDENTS

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Abstract:
Critical reading is a hot issue nowadays. Students in all levels, especially in tertiary education are pursuing the need of critical reading especially in English reading test. However, it is not an easy job for the students when they are asked to complete the reading task focusing on critical reading. Many students get confused, trapped in the distractor or even get frustrated when they cannot answer the questions. Collaborative strategic reading is one of the strategy in teaching reading which is hypothesized to be able to help the students in answering questions in critical reading tests. This research used quasi-experimental design with quantitative approach. To collect the data, the researcher used research instrument in form of test. The result of the study revealed that the significant value is 0.000 which was smaller than the significant level (0.050). It could be concluded that using collaborative strategic reading (CSR) strategy was effective to increase the students' critical reading achievement at English education department at IAIN Tulungagung. It is suggested that collaborative strategic reading (CSR) strategy can be used as alternative strategy for English teachers in teaching and learning critical reading text.

Keywords: *effectiveness, collaborative strategic reading, critical*

reading.

In academic context, reading is inseparable activity for students. With reading we will get a lot of information to support our paper, research, report or other academic assignments types. As a scientist or scientist to be, we should update the current information about the topic. If we don't do this, it will lead us to do the same works or make a kind of replication of the previous subject. However, this can be a challenging task for the students since many students are easier to be trapped when they are reading. Therefore, they should use the time efficiently and need to stay focused so that they will get the information that they are looking for. In other words, they should read critically.

As the name suggested critical reading means applying our critical thinking to a written text by analyzing and evaluating what we read. When we read critically, it also means that we look beneath the surface of the words and think about their meaning and significance. We make judgments based on careful analysis and sound reading. It is an important skill that many university students trying to be mastered for many purposes. In the twenty first century, it becomes the primary need in academic setting. However, mastering critical reading is still a problem for the students especially for the non native language learners. In relation to this, many studies on the teaching of critical reading has been conducted in many aspects. Most of the research revealed that the teaching of critical reading is still challenging for teachers, experts, as well as students due to the reasons that critical reading is considered as a basic survival skill (Facione and Facione, 1996, Huijie, 2010; Zin, Eng, and Galea, 2012; Hashemi and Ghanizadeh, 2012) and ensuring academic success (Ippolito, Steele, and Samson, 2008).

Due to the problem of mastering critical reading skill faced by the students, teachers need to employ certain strategies in their teaching practices. The problems are especially on the capabilities in acquiring the analytical and inference skills in processing and interpreting the information in texts

(Zin, Eng, & Galea, 2012; Crismore, 2000; Koo, 2003). Therefore, enhancing students' skills in analytical and inference that makes up the ability of critical reading is important to conduct. Reading itself acquires the process of involving a special interaction among readers, authors, and texts (Berado, 2006). Therefore, certain skills and abilities of reading are needed to read, comprehend, and respond successfully toward texts. To this point, readers are divided into three levels of reading ability; read the lines, between the lines, and beyond the lines. The last type of reading needs to involve higher order thinking as Bloom (1956) elaborates, and is often so called critical reading. The concept of critical reading itself is often defined as the process of reading to question, confirm, judge, make inference, recognize and analyze the evidence given by authors (Khonamri, 2015).

The concept of critical reading has been developed by some experts. The conceptual framework of developing critical reading can be traced from the study conducted by Harvey and Goudvis (2007) on critical reading mentioning that there are at least four frameworks of developing reading strategies in critical reading activities including: activating and connecting readers' background knowledge to reading passages; questioning the text before, during, and after reading; visualizing and inferring what readers read; and summarizing and synthesizing information to develop new ideas. According to Marschall and Davis (2012), the steps proposed by Harvey and Goudvis mentioned above can be summarized into a three-stage framework that consists of pre-reading activities (activating and connecting), experiential reading (questioning, visualizing, and inferring), and post-reading (summarizing and synthesizing). Accordingly, once students thoroughly understand the text through summarization, they are reading for the final stages of synthesis and objectification in which they critically analyze the text to develop new meanings (Marschall & Davis; 2012).

As one of the teaching strategies in reading Collaborative Strategic Reading has roots in cognitive psychology and sociocultural theory (Vaughn et al.,2013). Originally, people adapt this reading strategy from reciprocal

teaching (Palincsar & Brown, 1984). As stated before, in CSR, students will be instructed to use previewing before reading a passage. Based on Vaughn et al. (2013), the preview practice encompasses four activities: (a) a teacher introduces the topic of the text and highlight difficult vocabulary appeared in the text such as nouns, (b) students discuss what they might know about the topic, (c) students are taught to use text features such as headings and graphics to learn as much about the text quickly before reading, and (d) students predict what they thought they will learn from the passage. In this case, students should record their brainstormed ideas and predictions in their learning log.

Many studies have been conducted to investigate the effectiveness of CSR strategies in teaching reading, some of them are as follows. The first study was conducted by Ferhan Karabuka and Ebru Sire Kaya (2015). By conducting Quasi experimental study they found that collaborative strategic reading give positive effect on the students' reading comprehension in Turkey. The second study was conducted by Sofyan AGY, Yusrina QY and Rini Susiani (2016) who investigated the effect of collaborative strategic reading in teaching Senior High School at Aceh. By employing True experiment research design with test and questionnaire, they found that 80% of the students gave fast respond to the implementation of CSR technique. This approach not only can improve the students' reading skill but also produce positive outcomes in their social relationship and interaction in the classroom. Another study is conducted by Abbas Ali Zarei and Fatemeh Naamei (2014). They conduct an experimental study to know the pre task activity type using SRE, PALS, and CSR on L2 reading comprehension and vocabulary recognition and Recall on Iranian intermediate EFL students. The result of the study showed that CSR group significantly outperformed than the other group in their reading comprehension performance. It can be concluded that most of the findings revealed that collaborative strategic Reading is effective in teaching reading, however, there is still little study about the effectiveness of collaborative strategic reading on students' critical reading skill in EFL

context, especially in Islamic university setting. That's why the writer is interested to conduct this study.

Based on the discussion above and going further the theoretical justification, this study is hopefully can contribute to the development body of knowledge in terms of providing an appropriate strategy in teaching reading at university level. The expected conclusion would be that the CSR will be effective in teaching critical reading ability in view of what kind of texts.

METHOD

This study is conducted to examine the effect of Collaborative Strategic Reading (CSR) in teaching Critical Reading across text types of EFL students. Therefore, the experimental design is selected to see the effects from the independent variable that is CSR toward the students' critical reading achievement. Experimental research is classified into pre-experimental design, true experimental, and quasi-experimental. However, since the research is going to be conducted in a university setting where assigning random sampling is not possible, the quasi- experimental design is employed. Having this design, the researcher cannot assign the subjects randomly as they are already in fix group (Ary, Jacobs, Sorensen and Razavieh, 2010). If the result of pre-test from the two groups of students is not the same, a quasi-experimental pre-test- posttest non-equivalent control group research design will be used to know the effect of CSR in teaching critical reading. The subjects of the current study were the second year students of the English Education Department of IAIN Tulungagung who are taking the Reading course. They are considered due to the reason that the subjects will meet to the purpose of this study since this research will prove the effectiveness of Collaborative Strategic Reading. The second year students have been able to express their ideas in English in the setting of English as a foreign language. Based on the data obtained from the Head of English Department IAIN Tulungagung there are five classes in the 2018/2019 academic year.

In addition, due to the researcher's limited time, sample would be

employed in this study In this research, the researcher takes two classes based on the result of purposive sampling technique. The two classes will be assigned as samples of the study, one group would be a control group which would be taught using conventional method and the other group would be the experimental group which would be exposed to CSR. In choosing which group was an experimental and a control group, the researcher figured out through lottery. To know the effect of CSR strategy, the researcher developed the test that consists of two kinds of test; pretest and post- test in the form of multiple choices. The researcher required 25 questions in which the score there was only one correct answer for each item.

Having finished with the pre test, the treatment was given as follows. The treatment was done 4 times. The steps of CSR strategy in teaching reading were: The experimental group will receive the CSR instruction in which the activity follows what Klingner and Vaughn (1999). Klingner et al. (2012) explain which underline the activity of previewing, clicking and clucking, getting the gist, and wrapping up. In the preview step, the students will be asked to activate their prior knowledge and analyze text structure before the reading begins. The questions such as "what do you know about this title?" "what sort of information do you obtain from the picture given?" and other questions deriving them to explore their background knowledge toward texts given to them. In this step, sort of motivation and also explore questions answers can be done so that the communication will be exist in the class.

The second step is about clicking and clunking. The students will be asked to read throughout the text and ask them to highlight some information including vocabulary, concepts, and ideas. If they understand they write 'click'. If they don't they write clunk. The researcher will follow up the click by asking them some questions to confirm that they really understand what they think. Confirming and elaborating latter will happen in 'click' activity. The same thing happens to 'clunk' activity. The students will receive the fix-up card in where they should write down their 'clunk' on that card, and then to discuss with their group all together. The researcher will monitor the

activity if in any case there is a stagnant activity in the group to troubleshoot the problems. The fix-up strategies may involve about analyzing prefixes, suffixes, root words, concepts, ideas, and other things that appears on the texts. In this 'clunk' with the fix-up strategies the students may question the author if they have different ideas. It makes possible to them to thick critically toward the text.

The third step is getting the gist. In gist session, the students will be instructed to find main ideas during reading. Here, they try to mention the main ideas of a passage by identifying the most important aspect of the text such as "who or what" and then a brief gist statement should be written. For example, the students write about a short statement of the main idea. This getting the gist activity latter follows up by sharing their getting the gist. Each student in group or each group may have different finding of a main idea. In this case, the researcher will facilitate to make a consensus so that there is obvious understanding from the students on the main idea of the passage given.

Finally, we come to the last step that is wrapping-up activity. In this activity the students will be asked to construct their own questions on what the main points that was found in the passage. These questions formulations later will be asked to another student in a small group or to another group in the class. Negotiation activity may happen in this case as the students may have different ideas among them. The wrapping-up activity may also involve by asking the students to retell what they have understood from what they have read. Telling something from the reading activity will help students improve not only their understanding toward the texts but also improve their speaking ability. The wrapping-up activity will also be used for empowering the students' critical reading activity. In this study, the researcher follows the framework of critical reading ability proposed by Huijie (2010). The students will collaborate to understand the texts covering viewpoints, main ideas, and developing methods, recognizing the author's aim and tone, to analyze dictions used, to reveal and examine arguments, to identify appeals and

logical fallacies, and to know the underlying implications. Due to the reason that any text is socially relevant, assuring the same perception of background knowledge in terms of understanding background knowledge, background of the related topic, and intertextual context knowledge. Holistically, the students need to understand how the author organize the passage; for example, how the author put the theses statement and then elaborate it in supporting sentences with reason and evidence, how the author attracks the readers' interest using hooks, how the author compare his basic principles and belief to readers themselves.

DISCUSSION

In this discussion, the writer highlights the finding of the current study in relation to previous study of CSR on students' critical reading skill. Having been analyzed the students' score gained from pre test and post test both in the two classes (experimental group and control group, the computation showed that the Sig value (2-tailed) was 0.000. This indicated that the significant level was not more than 0.05 (0,000>0.05). When it was below 0.05, means that the Null hypothesis should be rejected or in other words the alternative hypothesis was accepted. It implied that CSR has a significant effect toward the students' critical reading achievement.

Vaughn et al.,2013 state that Collaborative Strategic Reading has roots in cognitive psychology and sociocultural theory. The result of this study proved this principle. It is reflected from the preview and collaboration stage. In the preview stage the students' try to guess what they have known about the topic and make the prediction on the upcoming information of the text by activating their background knowledge. This results in making them have more self confidence that they will understand the topic. It can be seen in this study, when the students are enthusiastic during the learning process. In addition, when the students do the collaboration, the student work in group and this make them get closer to each other. Some students who usually are silent and passive in the class became brave enough in asking some

questions or sharing the information. This decrease the typical of Indonesian students especially those from Javanese culture who believe that being silent is considered to be polite or gold behavior. This also confirm the work of Sofyan et al who found that CSR also promotes their social relationship or produce positive outcomes and interaction in the classroom.

Secondly, this study was also in line with Vaughn et al.,2013 statement saying that students' reading strategy in large class context can be improved and their sense of responsibility for their own learning can be developed. There are four reasons for this phenomena as follows. First, most EFL classes are in big size. Although it is for skill class, we cannot deny that big classes are common phenomenon in Indonesia. Language classes which should be less than fifteen students are difficult to perform due to some reasons such as the limited number of teachers and classes. It happens in this study. The number of the students both in experimental and control class were more than forty in each class. This big class can be infective for the teaching of language skill including reading. Usually the teachers got difficulties in controlling the students' attitude and concentration. Regarding reading class, usually the teachers got difficulties in promoting the students' concentration because reading is reading. Therefore most of the students' activities is quite passive and silent grasping the information from the text. Second, many of the students don't prepare the material before they come to the class. It means that the students usually didn't read the material first so that the reading class is the time for them to read the material for the first time and of course the teaching learning process may take longer time for the teacher to finish the target. Third, many of the students don't have sufficient background knowledge for the topic discussed in many critical reading texts. As we know that many topics in critical reading text are something new for the students due to the students' low reading habit. As a result, they got difficulties in understanding the message from the text and the reading class can be a time consuming for the teacher to make the students understand the topic. The teacher may spent more of the time to describe or introduce the topic so that

they can imagine it well. The reading class sometimes becomes a story telling or a motivation class. Fourth, students' basic language is still low. In case of reading, vocabulary and grammar are two aspects which contribute to the success of students' reading comprehension. In contrast these two aspects are also still the major problems for most Indonesian students. These four reasons are a complicated problem mostly faced by EFL reading teachers. With CSR the teacher can help the students cope these problems in the reading class reflected in each step of the strategy.

Furthermore, this study is also in line with Ferhan Karabuka and Ebru Sire Kaya who found that collaborative strategic reading (CSR) gives positive effect on the students' reading comprehension and reading related problem of adult EFL learners. Ferhan study identified 15 common problems faced by adult EFL learners, such as unknown vocabulary, the type of text, problems of finding the correct answer, the length of the text, comprehending the text or passage, how to conclude the passage in answering the questions, grammar, feeling unfocus to understand the questions, feeling unable to comprehend, lack of the time, spelling of the words, unfamiliar for the topic of the passage (appealing to the interest and background knowledge), dislike for reading and reading classes, the degree of the difficulty of the text, and dislike for reading class or English language. These aspects are also found in this present study, especially for unknown vocabulary which happens in preview session and dislike for reading and reading classes, or English language happens in collaboration stage. In the aspect of unknown vocabulary achievement can be seen in test especially on finding synonym, antonym, and finding relevant words from the questions of the pre and post-test. In addition, the students are happy and enthusiastic to follow the discussion during the collaboration stage. It means that the students who are actually don't like reading, reading class, or even English class change their behaviour about English from dislike to like about it at the time when this study conducted but the writer don't know whether this change will be for a long or short time.

The result of this study also in accordance with a study conducted by

Sofyan AGY, Yusrina QY and Rini Susiani who investigated the effect of collaborative strategic reading in teaching Senior High School at Aceh. They employed True experiment research design with test and questionnaire. The finding of the study revealed that 80% of the students gave fast respond to the implementation of CSR technique. This approach not only can improve the students' reading skill but also produce positive outcomes in their social relationship and interaction in the classroom. In the collaboration section, the students tried to to understand the texts covering viewpoints, main ideas, and developing methods, to recognize the writer's purposes and tone, to evaluate dictions used, to uncover and assess arguments, to recognize appeals and logical fallacies, and to discover the underlying implications. Those are the common problems in critical reading which is not easily solved by the students. By collaboration, in this study it is proved that the students tried to more get along during the discussion so that the can find the solution. When they got the solution from the problem, they were accustomed to do it in the next session. In other words they tend to reply the successful of collaboration as the strategy to solve another problem in the future.

CONCLUSION

CSR is can be used as an alternative strategy in teaching critical reading. CSR offers real and direct learning toward students' reading problem faced by most students. By activating students' prior knowledge on the content and language (affixes), the students can be easier to understand the reading material targeted for critical reading consisting complicated content, language use (vocabulary and grammar), and method of development in presenting the writer's ideas. Therefore, the students can get the writers' hidden meaning behind the text and critically can guess the prediction or the implication of the text. In addition, CSR also employ collaboration, it means that it can improve the students' self- confidence and their language skill as well.

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