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Effect of Collaborative Strategic Reading (CSR)-Aided Instruction on Students' Critical Reading in Post-Covid 19 Pandemic

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Abstract

There have been numerous studies on collaborative strategic reading (CSR) in English language instruction; however, only a few of them have demonstrated its usefulness in critical reading comprehension. As a result, the purpose of this quasi-experimental study was to see how it affected students' critical reading skills when used as a teaching method in one of Lombok's private schools. There were 40 students in total, divided into two groups, one experimental and one control. To assess students' critical reading achievement, both groups were given a pre-test and a post-test, which were analyzed using the t-test method. By t-test = 2.169 and t-table = 1.679, the statistical evidence demonstrated that the experimental group considerably beat their counterparts in the control group in terms of critical reading comprehension. As a result, CSR was very helpful in cultivating students' critical reading comprehension.

Keywords: Collaborative, Strategic Reading, Aided Instruction, Critical Reading in Post-Covid 19 Pandemic

INTRODUCTION

In Indonesia, various purposes for teaching English have been stated (i.e., in the English curriculum). One of the primary goals is to aid students increase their English reading (critical reading), speaking, writing, and listening skills. Many experts in Indonesia have previously expressed concern about the development of critical reading skills. This means that students' critical reading skills should come first, followed by their other skills. Despite the fact that Collaborative Strategic Reading (CSR) has been widely utilized in English language instruction classes, few research studies have demonstrated its effectiveness in critical reading comprehension, especially upon the post Covid-19 pandemic.

Rivers (1981) revealed that developing students' critical reading is very necessary, and becomes the most crucial activity in language classroom instruction not only as the basis of information, but also as a medium to associate and expand students' language competency. In this case, reading instruction is critical for preparing students with basic reading skills in order to gain information and knowledge from any reading text.

Furthermore, reading instruction at one of Lombok's private universities appears to be unsatisfactory. Many students are disinterested in learning English, particularly in critical reading class. They say English is a boring subject. As a result, they attend English class because it is a required subject for them to enroll in the required class. As a result, students become not active readers, and they may eventually become less competent in their reading skills.

Critical reading English text is one of the difficult skills that students face. In this case, it is frequently difficult to demonstrate that texts in English can be understood despite the presence of structures that the students have never seen before. Hedge (2000; Grabe, 2009) explained that when second language readers encounter unfamiliar aspects of the English language, they will have difficulty processing the text, and if students are to become good readers of a variety of texts, they must understand the importance of acquiring a lot of vocabulary items.

However, there have been a number of issues that the teacher has met while teaching reading. One of them is concerned with learning strategy. A

suitable strategy that offers interesting activities will inspire students to be active and know the demand that is probable for them.

Given the aforementioned circumstances, it is necessary to provide a model of teaching strategy that can assist students in creating a positive learning environment and actively participating in classroom activities in order to improve their critical reading comprehension. In this case, the researcher suggests Collaborative Strategic Reading (CSR) as aided-instruction technique toward students' critical reading comprehension class particularly after Covid-19 pandemic.

CSR is important in teaching techniques such as critical reading comprehension, vocabulary building, and cooperative working (Klingner, 1998). This technique assists second language learners in engaging with difficult text and employing key reading strategies to improve comprehension. Several lines of research on this approach suggest that Collaborative Strategic Reading (CSR) is an effective teaching tool with the potential to increase reading skills in (a) students with learning disabilities, (b) low- and average-achieving students, and (c) the learner of English language (Bryant, et.al.,2000).

Students work in groups and are taught to activate prior knowledge, predict, monitor comprehension difficulties, clarify information, restate important ideas based on the text, summarize the text, and formulate appropriate questions about the text. The group work is structured around cooperative learning principles, with each student in a group assigned a task.

LITERATURE REVIEW

A. Critical Reading Skill

According to Din (2020), critical reading is a critical act of evaluating what has been read. It indicates that the reader establishes a link between the reading materials' content and principles, perspectives, and customs. In other words, critical reading means understanding the contents beyond the gist of the text. It is not only finding the facts and memorizes them, but also requiring the readers' to use their capability to integrate the knowledge and adjust them more efficiently. Critical reading entails examining the structure and manner of meaning (Hajare, et al., 2016 in Din, 2020).

B. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a great teaching technique for improving students' reading comprehension and vocabulary while also teaching them to work collaboratively (Klingner, 1998). This method assists second language learners in engaging with difficult text and employing key reading strategies to improve comprehension. Furthermore, Collaborative Strategic Reading (CSR) is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and it has been used with both L1 and L2 students, according to Grabe (2009). Students are taught to activate prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text while working in groups. With Collaborative Strategic Reading, all students are engaged, and each student has the opportunity to take part as a group member to study from the text. (CSR).

1. Implementing CSR Into Classroom Instruction

Collaborative Strategic Reading (CSR) was implemented in two stages in the critical reading class. The sections that follow give an overview of how to put it into practice in the classroom.

Phase 1: Teaching the Strategies

According to Klingner (1998), during this segment, students study four strategies: preview, click-and-clunk, get the gist, and wrap-up. Preview is only used before reading the entire lesson text. Meanwhile, wrap-up is only used after reading all the text. The other two strategies, click-and-clunk and get the gist, are used frequently while reading the text, usually after every paragraph or two.

1) Preview

The goals of previewing are to (a) assist students in identifying and learning the passage in a short time (2-3 minutes), (b) trigger their background knowledge about the issue, and (c) assist them to estimate the motion that they will learn. Previewing serves to pique students' interest in the subject matter and to engage them in active reading from the start.

2) Click-and-Clunk

Students use click-and-clunk process to control their understanding about the text. When students understand the information, it “clicks”; when it does not make sense, it “clunks.” For example, when students do not know the meaning of a word, it is a clunk.

3) Get the gist

Getting the gist implies that students can express the main idea of a paragraph or group of paragraphs in their own words. Students study the way to synthesize information, taking a larger chunk of text and distilling it down to a key concept or idea. Students are taught to identify an outstanding who and what while ignoring minor details. Many teachers require students to summarize the main point of each paragraph in 10 words or less (Klingner, 2007).

4) Wrap-up

The purpose of this process is to improve students' knowledge, comprehension, and memory of what they have read. Furthermore, students are taught to ask questions about information explicitly stated in the passage as well as questions that require an answer not directly in the passage but "in your head" (Raphael, 1986 in Klingner, 2007).

a. Phase 2: Cooperative Learning Group Roles

Students work in cooperative learning groups to discuss what they have read, assist one another in text comprehension, and provide academic and affective support for their classmates. Everyone has the opportunity to try on all of the roles here (Klingner et al., 2001). These positions could include:

1. Leader

The role of the leader is to guide the group through the implementation of Collaborative Strategic Reading (CSR) by stating what to read next and which strategy to use next.

2. Clunk expert

Clunk card is used to remind the participants in critical reading class about the steps that they should do when they get difficult words.

3. Gist expert

The gist expert leads the group in the creation of a gist and ensures that the gist contains only the most important idea(s) and no unnecessary details.

4. Announcer

This student invites members of the group to read or share an idea. He or she ensures that everyone participates and that only one person speaks at a time.

5. Encourager

This student observes the group and provides feedback. He or she seeks out behaviors to compliment. The student encourages all members of the group to participate in the discussion and to help one another. He or she assesses how well the group has collaborated and makes suggestions for improvement.

6. Timekeeper

The time keeper sets the time in each section of CSR and informs the group when it is time to move on to the next one.

Leader, clunk expert, and gist expert are required; the other three can be combined. These three roles, as well as announcer, encourager, and timekeeper, may be performed by one student from each group.

RESEARCH METHOD

Research Design

In this study, the quasi experimental design was used. According to Muijs (2009), the quasi experimental design, also known as the pre-test post-test control group design, works chronologically in that participants (often referred to as "subjects" in experimental research) are divided into two groups: experimental and control. Furthermore, the experimental group received treatment while the control group was not. Both groups were given a pre-test before treatment and a post-test, usually with the same instrument, after treatment.

Population and Sample of the Study

1. Population

The study's population consists of 30 students from class A, 33 students from class B, and 31 students from class C. In this case, the students are assigned to groups based on the school's predetermined grouping. As a result, there are 94 students in total.

2. Sample

In this case, the researcher used 40 students as study samples: 20 students from class A became members of the experimental group, and 20 students from class B became members of the control group.

3. Instrument of the Research

The researcher creates an instrument in the form of a test to collect quantitative data for the study. Furthermore, according to Ary (2002), the test is a variable measuring instrument for educational research. The test is used in this study to assess students' critical reading comprehension achievement.

Data Collection Method

In this study, data refers to any information gathered directly from the subject. The items obtained from the students after the test are referred to as data (instruments). A test is a method of assessing a student's ability, knowledge, or performance in a specific domain. The following steps are used to obtain the data:

1. Pre- Test

During the data collection process, the writer acts as a teacher, examiner, and scorer in the classroom. The pre-test was performed prior to explaining the material that was an item in a study, and it aimed to determine the students' critical reading ability. It was designed to assess students' critical reading achievement prior to implementing Collaborative Strategic Reading (CSR). In the first meeting, the test was administered to both the experimental and control groups, and it consisted of 25 multiple-choice items.

2. Post- Test

At the most recent meeting, a Post-Test was administered. The test consisted of 25 multiple-choice questions. The test was designed to assess students' critical reading skills.

Data Analysis Method

In general, there are two types of data analysis methodology: statistical analysis and non-statistical analysis. However, in this study, the researcher used statistical analysis.

RESEARCH FINDING

Finding

The researcher discovered that both groups had different scores after conducting the study (the experiment and the control). The results are shown in the table below: Table 4.1: Experiment Group Students' Raw Scores on Pre- and Post-Tests

No.	Name	Pre-test	Post-test
1.	A	52	64
2.	B	72	60
3.	C	68	76
4.	D	64	72
5.	E	60	64
6.	F	72	64
7.	G	60	84
8.	H	68	80
9.	I	52	60
10.	J	72	64
11.	K	60	76
12.	L	76	68
13.	M	60	76
14.	N	76	72
15.	O	72	88
16.	P	72	84
17.	Q	84	84
18.	R	80	72
19.	S	56	72
20.	T	60	68
21.	U	52	64
22.	V	48	48
23.	W	56	72
24.	X	48	60
Total		**1540**	**1692**

Highest score	**84**	**88**
Lowest score	**48**	**48**

Table 4.2: The Students' Raw Scores on Pre-test and Post-test of Control Group

No.	**Name**	**Pre-test**	**Post-test**
1.	AB	56	60
2.	BC	68	80
3.	CD	56	52
4.	DE	64	60
5.	EF	72	76
6.	FG	60	60
7.	GH	32	48
8.	HI	76	80
9.	IJ	32	44
10.	JK	72	72
11.	KL	80	88
12.	LM	80	84
13.	MN	68	64
14.	NO	32	56
15.	OP	72	68
16.	PQ	60	64
17.	QR	80	72
18.	RS	44	56
19.	ST	76	84
20.	TU	68	64
21.	UV	60	64
22.	VW	72	80
23.	WX	76	80
24.	XY	64	60
Total		**1520**	**1616**

Highest score	**80**	**88**
Lowest score	**32**	**44**

To make it easier for the researcher to calculate and determine the students' investigation score, the researcher used a working table for each group.

Table 4.3: Students' Deviation Scores of Experimental Group (X)

No.	Name	Pre-test (X2)	Post-test (X2)	Deviation (*x*)	x^2
1.	A	52	64	12	144
2.	B	72	60	8	84
3.	C	68	76	8	64
4.	D	64	72	8	64
5.	E	60	64	4	16
6.	F	72	64	8	64
7.	G	60	84	24	576
8.	H	68	80	12	144
9.	I	52	60	8	64
10.	J	72	64	8	64
11.	K	60	76	16	256
12.	L	76	68	8	64
13.	M	60	76	16	256
14.	N	76	72	4	16
15.	O	72	88	16	256
16.	P	72	84	12	144
17.	Q	84	84	0	0
18.	R	80	72	8	64
19.	S	56	72	16	256
20.	T	60	68	8	64
21.	U	52	64	12	144
22.	V	48	48	0	0
23.	W	56	72	16	256

24.	X	48	60	12	144
	Total	**1540**	**1692**	**244**	**3204**

Table 4.4: Students' Deviation Scores of Control Group (Y)

No.	**Name**	**Pre-test (Y1)**	**Post-test (Y1)**	**Deviation (*y*)**	***y*²**
1.	AB	56	60	4	16
2.	BC	68	80	12	144
3.	CD	56	52	4	16
4.	DE	64	60	4	16
5.	EF	72	76	4	16
6.	FG	60	60	0	0
7.	GH	32	48	16	256
8.	HI	76	80	4	16
9.	IJ	32	44	12	144
10.	JK	72	72	0	0
11.	KL	80	88	8	16
12.	LM	80	84	4	16
13.	MN	68	64	4	16
14.	NO	32	56	24	576
15.	OP	72	68	4	16
16.	PQ	60	64	4	16
17.	QR	80	72	12	144
18.	RS	44	56	12	144
19.	ST	76	84	8	64
20.	TU	68	64	4	16
21.	UV	60	64	4	16
22.	VW	72	80	8	64
23.	WX	76	80	4	16
24.	XY	64	60	4	16
Total		**1520**	**1602**	**164**	**1760**

Individual scores were calculated based on students' correct answers to 25 multiple-choice questions. According to the previous table, the highest score of the experiment group in the pre-test was 84, indicating that the students who received 84 had 21 correct answers from 25 questions. The experiment group's lowest pre-test score was 48, indicating that students with 48 had 12 correct answers out of 25 questions.

The highest posttest score of the experiment was 88, indicating that the students who received 88 had 22 correct answers out of 25 questions. While the highest pre-test score in the control group was 80, it showed that the students who got 80 had 20 correct answers out of 25 questions. The control group's lowest pre-test score was 32, indicating that the students who received 32 had 8 correct answers out of 25 questions. The highest score of the control group in the post-test was 88, which was the same as its highest score in the pre-test. The lowest post-test score in the control group was 44, indicating that the students who received 44 had 11 correct answers out of 25 questions.

The final step in the statistical data computation process was to determine the value of the t-test on the previous result and data computation. The experimental group's mean score was higher than the control group's, with the experimental group's value being 64.17 and the control group's value being 63.33.

Discussion

The researcher calculated the students' mean score by dividing the total pre-test score for each experiment and control group by the number of samples in that group. The writer computed the students' mean deviation score by subtracting the deviation score from the pre-test and post-test and dividing it by the number of samples in that group. The researcher also computed the students' square deviation score by subtracting the sum of deviations squared from the sum of deviations squared and divided by the number of samples in that group.

Based on the previous data computation and description, the final step in statistical data computation was to determine the value of the t-test. After calculating the data using the t-test formula, the writer discovered the t-test result of 2.169. The researcher calculated the degree of freedom to compare the t-test to the t-table: Df (24 + 24 – 2) = 46 and, by comparing the t-test value

to the t-table at the confidence interval of 0.05, the following value was discovered: t-test (t 0.05) = 2.169 vs. t-table = 1.679**.**

The findings above indicated that CSR had an impact on students' critical reading in the aftermath of the Covid 19 pandemic. As a result, the Ha was automatically accepted, while the Ho was unquestionably rejected.

CONCLUSION

Because the t-test result was higher than the t-table result, the researcher concluded that Collaborative Strategic Reading (CSR)-Aided Instruction on Students' Critical Reading in the Post-Covid 19 Pandemic had a significant impact.

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